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ABSTRACT

The main objective of this workshop was to provide training experience with the development of audiovisual materials for neo-literates--e.g., videotape recordings, slides with narration, radio programs, folk media, and printed materials--that would be relevant to the needs of the rural people, mainly focusing on women. Introductory materials provide a summary of the proceedings of the workshop, including the workshop objectives, the opening session, the workshop officers and orientation, the presentation and discussion of working papers, explanation of AJP materials, the process of group work, national follow-up activities, the closing ceremony, and recommendations. The first of three sections presents three group reports covering the field surveys and the preparation and field testing of materials developed by the participants. The second section contains the papers presented at the workshop: (1) "How To Develop and Utilize Literacy Materials for Women" (Varsha Das); (2) "How To Develop Video Literacy Material" (Nalinee Sitasuwan); (3) "How To Develop Materials Using Folk Media such as Puppets" (Somsak Kanha); and (4) "Analysis and Identification of Problems and Needs of the Villages--by NP Method." Reports presented in this section include "Literacy and Continuing Education for Women" (T. M. Sakya, Unesco); "AACU (Asian Cultural Centre for Unesco) Report"; and country reports from Bhutan, China, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, and Thailand. The third section provides national follow-up activity plans prepared by the national teams of workshop participants. General information on the workshop, the workshop agenda, a list of participants, and the addresses given at the opening session are appended. (DB)

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Development of Audio-visual Literacy Materials for Women in Rural Areas

Final Report

Eighth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Pattaya, Thailand
9-20 October 1990

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Acknowledgement

This report is the output of the Eighth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Ministry of Education Thailand in close collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP), Thai National Commission for Unesco and Japanese National Commission for Unesco, in Pattaya, Thailand from 9 to 20 October 1990.

This report consists of Proceedings and three Chapters - I. Field Survey, Preparation and Field-testing of Materials by the Groups, II. Paper Presentation and III. Planning of National Follow-up Activities - and Annex and Appendix.

The Chapter I should prove to be particularly useful in developing different types of materials for neo-literates - 1. video 2. slide 3. radio programe 4. puppet and 5. cartoon (booklet).

Special thanks to the active involvement of the participants, sincere and excellent guidances of the able resource persons and the advisor from Unesco PROAP, and heartfelt hospitality and devoted working of the secretariat staff from the Ministry of Education, Thailand, the Workshop brought a great success.

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PROCEEDINGS

1. Introduction
2. Objectives of the Workshop
3. Opening Session
4. Officers of the Workshop
5. Orientation of the Workshop
6. Paper Presentation and Discussion
7. Explanation of AJP Materials
8. Process of the Group Work
9. National Follow-up Activities
10. Closing of the Workshop
11. Recommendations

Proceedings

1. Introduction

The Eighth Regional Workshop on the Preparation of Audio-Visual Literacy Materials for Women in Rural Areas in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Department of Non-Formal Education, Ministry of Education, Thailand, in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) and with the cooperation of the Thailand National Commission for Unesco and the Japanese National Commission for Unesco.

The workshop was held at the Silver Sand Villa, Jomtien, Pattaya, Thailand from Tuesday 9, to Saturday 20, October, 1990, and attended by 30 participants and observers from 12 countries in the Asia Pacific Region. (List of participants and observers is given in Annex 3).

2. Objectives of the Workshop

The main objective of the workshop was to provide training experience concerning audio-visual materials (video-tape, slide with narration, radio programmes, folk media, printed materials, etc.) for neo-literates relevant to the needs of the rural people mainly focusing on women.

Specifically, the objectives were addressed to

a) the study of the needs and problems of women in rural areas in the context of national objectives, curriculum and teacher training programmes,

b) the development, production and testing of audio-visual literacy materials for women neo-literates,

c) the evaluation, distribution and utilization of AJP and national neo-literate materials for women.

3. Opening Session

The Workshop was officially opened at 10:30 a.m. on Tuesday, 9 October, 1990. The Permanent Secretary for Education of Thailand, Mr. Somchai Wudhiprecha inaugurated the workshop.

The Deputy Director-General of the Non-Formal Education Department, Miss Napa Bhongbhibhat, presented a brief report to the Permanent Secretary and participants regarding the background and objectives of the workshop. Referring to the declaration of 1990 as International Literacy Year, Miss. Bhongbhibhat re-stated the goal of education, and Literacy for All by the year 2000.

Plenary session

The Permanent Secretary for Education expressed his confidence in the ACCU and Unesco in their efforts to promote education among women and highlighted their success in bringing together so many experts to develop and promote audio-visual educational materials.

Noting that women have an important role in the development of the region, the Permanent Secretary for Education was satisfied to see that the ACCU and Unesco had made them the subject of their workshop.

The Director-General of the Asian Cultural Centre for Unesco, Mr. Tadashi Inumaru expressed his appreciation and gratitude to all parties which contributed to the workshop, stressing the importance of this experience for the participants. Whilst acknowledging the experience of Thailand in the field of audio-visual materials in education, Mr. Inumaru added that consultation with regional experts, notably Mr. Sakya, had proven most valuable, leading to the decision to video film the workshop in progress in order to demonstrate the methodology of the effective development of literacy follow-up materials.

Mr. S. Iizawa, Deputy Director of Unesco Principal Regional Office for Asia and the Pacific, expressed happiness that Unesco has been able to help ACCU to develop neo-literate materials in Asia and the Pacific. He hoped this workshop would help to develop appropriate mass media materials for women. He also informed participants that Unesco and ACCU are launching new programmes to develop basic learning materials for illiterates from 1991 with the help of the Government of Japan.

The Director of Chonburi Provincial Non-Formal Education Centre, Mr. Vitaya Suwannapho welcomed all participants on behalf of the Governor of Chonburi province.

(Full text of the speech is given in Appendix).

4. Officers of the Workshop

The following participants were unanimously elected officers of the workshop:

Chairperson	:	Mr. Mamam Suherman (Indonesia)
Vice-Chairperson	:	Mrs. Nooridah Ahmad (Malaysia) Mrs. Neelam Basnet (Nepal) Mr. Sunthorn Promratanapong (Thailand)
Rapporteur	:	Mrs. Emiliana T. Canceran (Philippines)

Mr. Taichi Sasaoka, Executive Director of ACCU was the Secretary General of the Workshop. Mr. T. M. Sakya, Unesco/PROAP was the consultant to the workshop.

Dr. Kla Somtrakool (Thailand), Mrs. Nalinee Sitasuwan (Thailand), Mrs. Varsha Das (India), Mr. Somsak Kanha (Thailand) and Mr. Sharad Ranjit (Nepal) were resource persons of the workshop.

5. Orientation of the Workshop

In the orientation procedure, Mr. T. M. Sakya explained the main thrust and participatory nature of different stages of the workshop. He emphasized that the workshop is based on blending theory and practice, with critical investigation and problem solving approaches.

Mr. Tajima of ACCU emphasized all of the procedures and strategies to be used during the workshop. He also reviewed the activities and output during the past regional workshop held in different countries in Asia and the Pacific. He went through the tentative schedule to give the participants a whole picture of the workshop.

In the workshop, technical inputs were given by resource persons and each participating member state shared what they were doing in promoting the literacy of women in the rural areas. Then the participants were divided into three groups based on their priority:

Group A - Video Programme,
Group B - Slide and Radio Programme and
Group C --Folk Media with Printed Materials.

Each group visited certain village to gather data on problems/needs that existed related to women. From the problems and solutions, themes for the materials were selected. Throughout the workshop, participatory techniques were used.

6. Paper Presentations and Discussions

a) Unesco Report

Mr. T. M. Sakya discussed the Literacy and Education Programme for Women in Asia and the Pacific. He presented the literacy situation of women with special reference to women's literacy. He explained that the priority to girls' and women's education is necessary to achieve the goal of education for all.

Some salient points in the presentations were the following:

1) A successful literacy programme for education for all means a strong formal and nonformal education programme; each supplementing and complementing each other.

2) Literacy is not a one-shot affair but a step towards a life-long education.

3) Therefore, it needs a well-planned curriculum, learning materials and teacher training system so that the literacy programme could be developed as a sub-system of education for all.

4) APPEAL Training Materials for Literacy Personnel (ATLP), a Regional Programme which helps the

Making lamp shades in the village

Member States to improve their literacy curriculum, learning materials, and teacher training system, adapted in many countries in the region.

5) APPEAL is giving priority to women's literacy programmes through the project, "Expansion of Skill-based Literacy Programme for Women and Girls in Asia and the Pacific."

(Full texts of the reports are given in Chapter II)

b) ACCU Report

Mr. Sasaoka presented the literacy programme of ACCU since 1980 which is in full co-operation with the participating countries in Asia and the Pacific and with the substantial co-operation of Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP) in the following:

1) Development of materials for neo-literates

2) Training experts on the development of materials for neo-literates.

He pointed out that of the thirty-nine AJP materials produced for neo-literates in rural areas.

(ACCU report is found in Chapter II.)

c) Country Report

The participants from Bhutan, China, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, and Thailand presented their country reports. Full text of the country reports are in Chapter II.

The country reports dealt with the following points:

1) present women's literacy situation and literacy programmes for women in their countries;

2) status of audio-visual literacy materials for rural women;

3) progress of adaptation and utilization of AJP materials.

Some participants presented video tapes on their literacy programme activities for women and types of audio-visual literacy materials like puppets, drama, etc.

Furthermore, some participants shared information on their countries' attempts to provide audio-visual literacy materials for women and the production of material versions of AJP materials.
Problems/constraints met and future plans towards improving women's literacy were likewise presented.

Analysis and Content of Country Experiences

Country reports presented showed a low profile for the women's literacy situation, particularly in rural areas. Most countries in Asia and the Pacific share the same problem of low literacy rates for their women in rural areas but to different degrees. Such a situation poses a difficult task for people concerned in the promotion of literacy. Realizing the significant role women play in rural development, countries have taken deliberate actions to extend educational opportunities to these groups of deprived women and girls. To solve problems of limited resources of agencies the task of promoting literacy for women, networking with other government and non-government agencies is common e.g. the Education Department networks with the Department of Agriculture and other agencies for technical expertise.

Together with the promotion of literacy education for girls and women in the rural areas goes the development of audio-visual literacy materials for women neo-literates. In some countries like Bhutan, Philippines, Laos, the use of audio-visual literacy materials for women is still in the development stage. These countries need a long time to be able to produce/develop such materials. Other countries like Malaysia, Thailand, Indonesia have been using audio-visual materials extensively in their literacy programmes. However, such audio-visual literacy materials are still inadequate for the large group of women neo-literates in the rural areas.

Most countries reported that they have adopted national versions of the AJP materials.

Modifications were made to suit local needs and situations in their countries. Some have finalized a number of AJP materials but due to financial constraints they have to put aside their publication for the meantime.

With this regional workshop, most countries indicated their willingness to support ACCU in its big step in developing audio-visual literacy materials for women in rural areas in Asia and the Pacific.

d) Resource Persons' Papers

The resource persons together with their topics are presented below:

1) Thailand's Literacy Programmes with Special Reference to Audio-Visual Literacy Materials --- Dr. Kla Somtrakool

2) How to Develop Video Literacy Materials --- Mrs. Nalinee Sitasuwan

3) How to Develop and Utilize Literacy Materials for Women --- Mrs. Varsha Dass

4) How to Develop Materials Using Folk Media such as Puppetry --- Mr. Somsak Kanha

5) Introduction to ATLP for Women --- Mr. T. M. Sakya
(The resource person's papers are found in Chapter II)

7. Explanation of Format and Design of Printed AJP Materials and Audio-Visual Materials by ACCU

Ms. Mieko Tase informed everyone that ACCU has developed thirty-four kinds of printed AJP materials.

Mr. Shigeru Aoyagi presented AJP audio-visual materials and explained their purposes.

8. Process of Group Work:

a) Group Formation

Three groups were organized and each group was assigned specific format to adapt/develop.

Group A - Two Video Sub-Groups
Chairperson: Mrs. Raana Syed (Unicef, Pakistan)
Rapporteur: Mrs. Nalinee Sitasuwan (Thailand)

Group B - Slide and Radio Programme
Chairperson: Mrs. Neelam Basnet (Nepal)
Rapporteur: Ms. Sevilla Panaligan (Philippines)

Group C - Folk Media and Printed Materials
Chairperson: Mrs. Nooridah Ahmad (Malaysia)
Rapporteur: Ms. Rita Maruha (Papua New Guinea)

(All the members are listed in Chapter I.)

b) Field Study and Needs Assessment

The three groups were assigned respective villages to visit where they conducted a survey on the existing problems of women and girls. The villages selected for the field study were:

Group A - Ban Na Wang Hin
Group B - Fly Bird Condominium, a Building Construction Village
Group C - Ban Rai S.R., a plantation village

The groups took note of the common problems confronting girls and women mentioned in the country reports and the resource person's papers. Such problems were the basis for the interview and observation guide. Guided by these problems, the groups conducted a survey in their respective villages. They interviewed the villagers as informally as possible, discussed with the girls and women their problems and observed their surroundings.

c) Analysis and Identification of Problems and Needs of the Villages

Mr. Tajima explained the NP Method (New Participatory Method) of identifying needs/problems in the community. The methods used for the field study were observation and interview of clientele to find out the problems/needs in the village.

Attention of the participants was called to focus on the survey which is about women's issues/problems.

(The process involved in the application of NP method are described in Chapter II.)

After the survey, the groups organized the data on the problems/needs gathered from the field visit and analyzed them following the NP Method.

d) Group work in the preparation of audio-visual literacy materials for women

1) The groups brainstormed on how to conduct the survey and techniques to use;

2) Identification of needs and problems of women through observation, discussions and interviews with the women leaders and house-to-house interviews with the women;

3) Analysis of the data gathered in the field study using the NP method;

4) Prioritizing the problems, needs and solutions;

5) Selecting themes and formats to address priority problems/needs and solutions;

6) Writing the drafts of the materials/scripts using the format assigned to the group;

7) Video and slide shooting at the villages;

8) Recording, editing and dubbing at the studio for the video and slide groups;

9) Translating the draft materials into the local language;

10) Field testing the draft materials in the villages where surveys were conducted, and

11) Revision of the materials based on the feedback from field testing.

e) Audio-visual materials prepared by the group.

The following materials were prepared:

Group A - Video Programme
Sub-group A-1 - Clean Water and Sanitation, why and how
Sub-group A-2 - Income Generation Handicraft for Happier Life

Group B - Slide and Radio Programme
Sub-group B-1 - Healthy and Happy Life (Slide with narration)
Sub-group B-2 - Safety for Happy Life (Radio programme)

Group C - Folk Media with Printed Materials
Sub-group C-1 - Wonderful Basket (Puppet Show)
Sub-group C-2 - Learn to Fight Poverty (Cartoon Booklet)

9. National Follow-up Activities

The participants were briefed by ACCU on the scheme of assistance it can give to national follow-up activities of the Eighth Regional Workshop. The projects to which financial assistance may be provided are those that pertain to the organization of national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literate" are used as part of working documents. Each country will submit its plan to ACCU which will select the recipients in consultation with Unesco PROAP.

The participating countries prepare and submit their respective plans for national follow-up activities.

10. Closing of the Workshop

The closing ceremony started from 11:00 on 29 October 1990 attended by all the participants, observers and some guests. Ahead of the session, the evaluation of the workshops was done and the draft final report of the Workshop was adopted by all the participants. Miss Napa Bhongbhibat, Deputy-Director General, Mr. Headayet Ahmed, Unesco PROAP, Mr. Taichi Sasaoka, Executive Director of ACCU and Ms. Shuba Gupta delivered their speeches. Then the workshop was closed officially.

11. Recommendations

The Eighth Regional Workshop on the Preparation of Audio-Visual Literacy Materials for Women in Rural Areas in Asia and the Pacific made the following recommendations:

For ACCU

1) **ACCU should continue to organize regional workshops for the preparation of literacy printed materials and audio-visual materials with the cooperation of Unesco.**

2) **ACCU should organize different methodologies for out-of-school girls and women who are basic level illiterates and also focus on other current issues and problems of the country like the child labour issue.**

3) **ACCU should organize Regional Workshop of learning materials focusing on basic level literacy with the cooperation of Unesco.**

4) **ACCU should develop more informative and motivational AJP prototype literacy materials not only for the neo-literate women, but also for the disadvantaged illiterate girls and women.**

5) **ACCU should explore the possibilities of developing audio-visual literacy materials by animation. Animation is a very powerful medium in the promotion of education and the motivation of the target audience.**

6) ACCU should organize Regional Workshops for illustrators and artists in the region to enhance and improve their skills and abilities.

7) ACCU should provide the organization of National level Workshops for the production of materials with expertise from the Region.

8) ACCU should act and coordinate as a resource centre for audio-visual materials for neo-literates and distribute to all Member States.

9) ACCU should produce a guidebook on how to develop audio-visual post-literacy materials for adults, especially girls and women.

10) ACCU should provide financial and technical assistance in the production of literacy materials for adaptation of AJP materials to the Member States.

11) ACCU should grant scholarship to deserving non-formal education personnel and field implementors with the cooperation of Unesco.

12) ACCU should place more emphasis on puppetry training because puppet performance is a good and powerful medium in rural areas.

13) ACCU should conduct Regional Workshop concentrating only on one/two media. Such workshop should be conducted near the studio.

14) ACCU should continue to have close relationship with Member States of Unesco in the region to improve activities like distribution, adaptation and modification of AJP materials.

15) ACCU should conduct Regional Workshops in Pacific countries, such as Papua New Guinea, with the cooperation of Unesco in future.

16) ACCU should conduct audio-visual regional workshops in several ways such as rural areas, giving enough time sharing and production, etc. for further improvement.

For Member States

1) Member States should give higher priority to NFE programmes/adult education.

2) Member States should organize workshops at national, provincial and local levels for developing literacy materials.

3) Member States should adapt more AJP materials for wider utilization and distribution.

4) Member States should disseminate their audio-visual materials to other Member States in the region for future use.

5) Member States should allocate more fund for developing post-literacy materials.

6) Member States should organize national and provincial workshops on audio-visual materials especially for women in rural areas and adapted audio-visual materials should be disseminated to all agencies concerned.

7) Member States should encourage participation of NGOs in future regional workshops.

8) Audio-visual materials should be complemented by printed media.

For Unesco

1) Unesco should continue and strengthen support to ACCU in promoting ACCU literacy programmes and also plan with ACCU a close connection between the curriculum grid and APPEAL with AJP materials.

2) Unesco should promote educational and observation tours for literacy workers.

3) Unesco should provide more financial and other assistance to the post-literacy research field.

4) Unesco should increase its financial assistance to Member States in production and research of various kinds of literacy materials, especially audio-visual materials for women.

5) Unesco should extend financial and technical assistance to Asian Member States in Asia and the Pacific.

6) Unesco should exchange audio-visual literacy materials produced in national workshops organized by Unesco.

7) Unesco should develop basic literacy materials for such subjects as sanitation, earning, and health habits with the cooperation of ACCU.

8) Unesco should request Member States to involve NGOs in non-formal activities.

CHAPTER I

Group Report on Field Survey, Preparation and Field-Testing of Materials

1. Introduction
2. Report of Group A
3. Report of Group B
4. Report of Group C

Introduction

The participants were grouped into three, each prepared a different form of audio-visual literacy materials for women. Each group went through the following process:

I. Field survey

1. Preparation of community survey
2. Community survey at the village
3. Analysis of data from community survey using NP method

II. Development of materials

4. Selection of theme and topic of materials to be prepared
5. a. Preparation and production of material
   b. Translation of materials into local language Field

III. Field testing

6. Preparation of tools for field testing
7. Field testing of materials developed
8. Analysis of field testing

IV. Revision of the mateials

Materials Developed by the Groups

Category	Title of Material Development
Group A-Video Programme	
Sub-group A - 1	Clean Water and Sanitation
Sub-group A - 2	Handicraft
Group B - Slide and Radio Programme	
Sub-group B-1 - Slide	Healthy and Happy Life
Sub-group B-2 - Radio Programme	Safety for Happy Life
Group C - Folk Media with Printed Materials	
Sub-group C-1 - Puppet Show	Wonderful Baskets Show
Sub-group C-2 - Cartoon Booklet	Learn to Fight Poverty

Editing the video programm

GROUPS FORMATION

	Group A Video Programme	Group B Slide and Radio Programme	Group C Folk Media/printed Materials
1. Village selected	Ban Na Wang Hin	Soi Tepprasit (a building construction site)	Ban Rail
2. Chairperson	Mrs. Raana Syed (Unicef,Pakistan)	Mrs. Neelam Basnet (Nepal)	Ms. Nooridah Ahmad (Malaysia)
3. Rapporteur	Mrs. Nalinee Sitasuwan(Thailand)	Ms. Sevilla Panaligan(Philippines)	Ms. Rita Maruha (Papua New Guinea)
4. Members	**Sub group 1** Mr. Shubha Gupta (India) Mrs. Raana Syed (Unicef,Pakistan) Mrs. Pannipa Sotthibandhu (Thailand) Mrs. Supattra Limpabandhu (Thailand) **Sub group 2** Mr. Sun Fengqi (China) Mr. Liang Xiaoqing (China) Mr. Najmuddin Manguo (Pakistan) Mrs. Nalinee Sitasuwan(Thailand) Mr. Tadashi Inumaru (ACCU) Mr. Shigeru Aoyagi (ACCU) Mrs. Bui Thi Quynh Chau(Vietnam) Mrs. Nguyen Thi Thu Ba (Vietnam)	**Slide** Mrs. Varsha Das (India) Mr. Maman Suherman Mr. Cheong Siew Hoong (Malaysia) Mrs. Neelam Basnet (Nepal) Mrs. Lakana Nagrong (Thailand) **Radio Programme** Ms. Lucy Kula (Papua New Guinea) Ms. Sevilla Panaligan (Philippines) Mr. Sunthorn Promratanapong(Thailand) Mr. Katsumasa Uchiyama (ACCU) Ms. Mieko Tase (ACCU)	**Puppet** Ms. Ruthangmoo Pradhan (Bhutan) Ms. Nooridah Ahmad (Malaysia) Mrs. Emiliana Canceran (Philippines) Mr. Somsak Kanha (Thailand) Mrs. Nitaya Ngammuk (Thailand) Mrs. Siripan Saibong (Thailand) Mr. T. M. Sakya (Unesco) Mr. Taichi Sasaoka (ACCU) **Booklet** Mrs. J.A. Doko Saudale (Indonesia) Mr. Champthong Chanthaphasouk (Laos) Mr. Ouan Phengsymoung (Laos) Ms. Rita Maruha(Papua New Guinea) Mrs. Kanokpan Suwanpitak (Thailand) Mr. Sharad Ranjit (Unicef, Nepal) Mr. Gelhay Daniel (Ecoles Sans Frontieres) Mr. Shinji Tajima (ACCU)
5. Assistants for Video group (Recording man)	**Sub group 1** Mr. Suwat Poonkokrang (Cameraman) Mr. Teerapol Pattanasuwan **Sub group 2** Mrs. Supattra Limpabandhu (Producer) Mr. Wisit Chearanc (Cameraman) Mr. Kritaya Supayod (Recording man)		
6. Interpreters	Mr. Settapan Mandranda Dr. Thawee Nakabutr	Ms. Vilai Yamsaka Mrs. Wilaipan Somtrakool	Dr. Pimjai Mestsuksai Ms. Wisanee Siltragool

Report of Group A (Video Programme)

Village Profile

Name of the village : Ban Na Wang Hin
Population : 205 (97 males, 108 females)
No. of households: 47
No. of school: 1 (Grades 1 - 6)
Major occupation: Rice farming
Seasonal occupation: labour (construction and digging tapioca roots i.e. 60 - 150 baht/day)

Education state:

(1) No illiterates
(2) 32 persons finished Grades 1 - 6
(3) 7 persons finished Grade 9
(4) 4 persons finished Grade 12
(5) 2 persons finished higher education
(6) 21 persons attended 8 seminars organized by governmental agencies

State of economy: poor
Reasons: Most of them are landless farmers.
Distance: 71 km from Pattaya (i.e. 5 km from Panatnikom market - 1 km is sealed; 4 km is muddy)

1. Field Survey

Target Audience

Neo-literate women. The group used the N.P. method for researching. We had open discussions before going out to the village and listed some problems that are common in the village.

Problem issues of target audience

1. Over-burden of work.
2. Loss of status in society a cause for many problems.
3. Not enough health facilities.
4. Need for skills improvement.
5. No information on what is available and where to get it.
6. Lack of knowledge of family planning.

Suggested Areas for Observation

- environment
- housing
- electricity
- water
- health

Field Study

Groups A1 + A2 did the research together. We went to Ban Na Wang Hin on Thursday, 11 October, 1990.

Problems identified

After the field visit, we analysed the data using the NP method. Each member of the group was asked to list about 10 major problems of the village on separate slips. The slips were then categorized and listed according to the majority:

1. Lack of health education and inadequate health facilities.
2. Quality and quantity of drinking water is insufficient.
3. Need for better awareness and information about improved sanitation.
4. Need for continuing education opportunities.
5. Lack of information and skills for income generation.
6. Lack of adequate skills in handicraft production.
7. Improvement of marketing for better income.
8. Poor access to information.
9. Awareness of better nutrition.
10. Workload of women should be shared by the families.
11. Insufficient irrigation.
12. Lack of flood control.
13. Improved agriculture for better yield.
14. Lack of transportation.
15. Lack of information on family planning.
16. Insufficient government help.
17. Degeneration of social values.

After identifying various problem using the NP method, the group members discussed them and decided to make the video tape on these two problems.

1) Education + Health
   - Health education
   - Drinking water
   - Sanitation

2) Income Generation
   - Improvement of skill
   - Better handicraft production
   - Improvement of marketing

2. Development of Materials

Then we went to work within our sub-groups

Sub group 1 **Video Programme**

Title: Clean Water and Sanitation why and How

Subject: Clean water and Sanitation as a step to improve the quality of life for rural women and to give a means to improve their literacy.

Visuals	Commentary	Sound effects & Music
Montage of rural scenses title super on montage & women singing lullaby		Folk music
Women cleaning home and folding beddings	This is Wali. She lives with her two sons and husband a village 71 kms from Pattaya beach. Although her husband owns some land and grows rice, but the family cannot meet all their needs through his income.	
Women making handicrafts	Wali began to make some handicrafts to supplement the family income. Although she spends almost 8 hrs.	
Women in kitchen	each day to produce the handicrafts, her work load in the home is also very heavy. She has to ensure that the family meals are cooked.	
Women taking water from earthen vessel pipe, roof, vessels	And that there is sufficient drinking water at all times. During rainy season, collecting water is easier since they have set up a simple way of collecting the rain water from the roof into large earthen vessels. But after the rainy season, this water proves insufficient.	
Women taking water from well	And then she has to get the water from a well which is quite far from her home.	
Man taking water from pond	If the well dries up in the hot season, the village people have no alternative but to take water from the pond, which is only meant to be used for irrigation.	
Women washing clothes	For bathing and washing she uses the water from the well or the pond throughout the year.	
Women giving water to visitor	Recently Wali had a visitor, he was the voluntary teacher in her area. The teacher told Wali that the rain water she was using for drinking purposes was not safe for human consumption.	
Woman and teacher talking close-up of woman	Wali was very surprised because every one in her village believed that this was the safest method of collecting drinking water.	
Woman and teacher standing near water vessels	The teacher explained to her that water collected in this way can get contaminated by dust on the roof and bird droppings etc.	
Close-up of water in vessel teacher covering vessel	He also told Wali that if water is stored for very long it no longer remains suitable for drinking purposes.	
Woman and teacher talking	When Wali told him that she often takes water from the open well and the pond, the teacher was very concerned and he said that water from these sources should not be used for drinking without adequate filtration & boiling. The teacher also told Wali about the various diseases which are caused by drinking unclean water. Before he left, he told Wali how to filter the drinking water in her home.	
Woman saying good-bye to teacher and walking upstairs dissolve into woman taking care of her sick son.	After the teacher left, Wali recalled that often her children and other members of the family do fall sick diseases like diarrhoea, cholera etc., she decided that from now onwards she would filter and boil all the water for drinking just as the teacher told her.	
Filtration chart	The process of water filtration and boiling is like this.	
Tilt down on filtration chart cu & tilt up on filtration chart	Take an earthen vessel with a tap at the bottom end and a large opening at the top.	
	Put a layer of large stones at the bottom put a layer of gravel on top of it. Add layer of fine sand.	
	Place charcoal pieces vertically with little or no space between them on top of charcoal put a layer of small stones. Pour on-filtered water from the top and water	
Cu of tap & kettle	which comes out from the tap will be filtered water. Boil this water for ten minutes then cool it and use it for drinking.	
Cu of filtering material woman with husband & child eating meal	If water does not flow clean from tap, replace all contents of the filtering material.	
	That evening Wali told her husband about the teachers visit. When her husband heard the teacher's remark	
Cu of Wali eating	about clean water he thought that the community should also do something to cover the well so that the water did not get contaminated.	

Visuals	Commentary	Sound effects & Music
Wali sitting on steps and looking towards neighbour's house Woman going to neighbour's house of pig & ducks Woman walking towards home of neighbour Cu of open pit latrine Woman and neighbour walking together. Zoom out on proper latrine cu of proper latrine Woman & neighbour near pisty Dissolve to sequence with district officer Illustration of labour being put in by villagers Woman and neighbour walking together before saying good-bye 2nd. Woman taking out water from big vessel Woman taking out water from covered well Cu of laughing/children and adults Cu of baby drinking water credits	Recently Wali has been noticing that her new neighbour's children go out in the fields to defecate. She has also noticed a strong foul smell coming from the direction of the neighbour's house. She decided to go and visit the neighbour's house to see if she could help them in any way. When she reached the house she saw that the neighbours had kept a pig very near the house and around their house a large number of ducks and chickens were being raised. Wali now knew the cause of the foul smell. But when they did not have a proper latrine in the home. So the children and men went out to the fields to relieve themselves and for the sick and the elderly grandparents and herself, they had dug an open pit which they were using as a latrine. Wali asked the neighbour why they did not build a proper latrine. The neighbour was very interested in having a proper latrine but she did not have enough money nor did they know how to do it. Wali told her that having a proper latrine is vitally important for the health of each family, since defecating in fields or in open pits can lead to serious diseases, like cholera, typhoid and frequent diarrhoea. She also informed her neighbour that she must keep the animals a little away from her home so that their contamination does not reach the house. Wali told the neighbour that they also did not have a latrine a few years ago. But one day the district officer came to their village and informed them that the government would like to help them in building proper latrines. For this purpose the government gave to each villager all the materials for the construction of the latrine and each family had to provide the labour for completing the work. The neighbour was very excited to hear this and she asked Wali if she could help her family in getting resources for constructing the latrine. Wali told her that she will ask her husband to take the neighbour to the district office where she could get all the information. Soon every house in the village started to filter and boil the water for drinking purposes and the incidence of diseases decreased dramatically. They also covered the open well so that this water is also uncontaminated. The sanitation of the environment has also improved. The results in the shape of better health are obvious to every one and they are very happy with the improvement in their lives.	Music fade in Music fade out.

Clean Water and Sanitation Why and How

1				This is Chanta. She lives with her two infant sons and husband in a village 7 kms. from Pattaya.
2				She has to ensure that the family meals are cooked and that there is sufficient drinking water at all times. After the rainy season she has to get the water from a well which is quite far from her house.
3				For bathing and washing she uses the water from the well or canal throughout the year.
4				Recently, Chanta had a visitor. He told Chanta that the water she uses is not safe for human consumption.
5				He also told Chanta that if water is stored for very long it no longer remains suitable for drinking purposes.
6				She recalled that her children and other members of the family often fell sick.
7				She covered the well so that the water for washing and bathing does not get contaminated.
8				Chanta asked her neighbour why they did not build a latrine. She answered that she did not have enough money nor did she know how to do it.
9				Chanta told the neighbour that they also did not have a latrine a few years ago.
10				One day the district officer informed them that the goverment would give them all the materials for the construction of the latrine.
11				Each family had to provide the labour for completing the work.
12				Soon, every house in the village started to filter and boil water for drinking. They are very happy with the improvement in their lives.

Pre-Test Proforma for
Video on Water & Sanitation

Pre-video Questionnaire

Name _____ Sex _____ Age _____
Education _____ Occupation _____ No. of Children _____
Type of water being used for drinking _____
Type of water being used for washing/bathing _____
Do you have any shortage of drinking water? Yes_____ No_____
Do you think your drinking water is clean? Yes_____ No_____
Do you know the ways of cleaning water? Yes_____ No_____
If **Yes,** what are the ways to clean water? Yes_____ No_____
Do you have a proper latrine? Yes_____ No_____
Do you know why latrines are necessary? Yes_____ No_____
If **Yes,** give reasons _____
Where do you keep your animals? Under the house _____
Near the house _____
Far from the house _____
What are the common diseases in your family? _____
Do you know the cause/causes of these diseases? Yes_____ No_____
If **Yes,** what are the causes _____
Do you think the sanitation condition in your village are adequate?
Yes_____ No_____
What improvements would you like to see in the sanitation of your village?
Do officials from the district office visit the village to give guidance about clean water, sanitation, health, etc.?
Yes_____ No_____

Questions to be asked after showing the video to the women of the rural community. This set of questions are to be asked to the same individual who answered questions mentioned on the previous page. (Before screening of the video) questions may also be asked to a few men.

Post-Video Questionnaire

Do you believe now that your drinking water is clean? Yes_____ No_____
If **No,** what is wrong with it _____
Do you understand what happens if you use unclean drinking water? Yes_____ No_____
If **Yes,** give details _____
What method were used in the video to clean water? _____
Do you think that methods shown in the video are effective?
Yes_____ No_____
Are proper latrines essential for every one?
Yes_____ No_____
Do you know what help you can get from government departments for the construction latrines:
_____
Where should animals be kept? Under the house _____
Near the house _____
Far from the house _____
What are the benefits of clean drinking water and adequate and proper sanitation?
_____

Pretest Report

Before the screening of the video we talked to 8 women of the community, including young and old women between the age of 20-50 years. The occupation of the women was farming and making handicrafts. Everybody stored rain water in big earthen vessels. For drinking purposes and for washing and bathing they used well water.

The drinking water collected during rains was not enough.

Six out of eight women felt that the rain water collected for drinking purposes was clean.

Six out of eight women said that for clean drinking water they had to boil the water.

All of them had a proper latrine near their houses.

Six out of eight women felt the necessity of proper latrines because they were clean and other two felt that the environment was clean without

any smell.

Majority of them kept their animals near the house and some kept them under the house.

The common diseases in the families were flu, fever and skin diseases.

Five of them felt that the cause of these diseases was changing weather.

Sanitation conditions: they felt that they were adequate.

Improvement of sanitation in the village: They felt that every house should have a latrine and the houses should be kept clean from inside and outside.

When asked about guidance from the district official, four of them said yes and the other four women felt negative about it.

After seeing the video on clean water and sanitation, three women felt that their water was clean for drinking and the other five felt it was not clean.

When asked why they felt it was wrong, five women said they didn't filter the drinking water.

Five women felt that drinking unclean water caused diseases.

All eight women said that the methods used to clean drinking water were through filtration and boiling.

All of them felt that the filtration process shown in the video was effective.

Everybody felt that "proper latrines are essential."

Seven out of eight women said that they know that they could get help from the Government for construction of the latrine, and the department to approach was the health department.

After seeing the video, four women said that the very best way keep animals was near the house and the other four women said that they should be kept far from the house.

After seeing the programme all of them felt that clean water and adequate sanitation would promote good health and save them from diseases. Before viewing the programme they could see no connection between diseases and lack of clean drinking water and proper sanitation.

First we chose the theme of our production. It is "we can increase our income by making various kinds of handicrafts with the consciousness of marketing."

We, in this case, means the villagers because our target group is the women in Ban Wang Hin and mostly, they are housewives and know the basics of making bamboo handicrafts. Then, the group discussed the scenario, and developed it into a script.

Objective

1. To create awareness among neo-literate women for income generation.
2. To motivate neo-literate women to make various kinds of handicrafts.
3. To acquaint neo-literate women with co-operative marketing.
4. To create awareness among neo-literate women of the benefits gained from newly acquired skills.

Target

Middle level neo-literate women.

Commentary

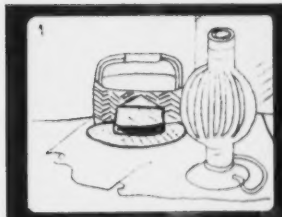
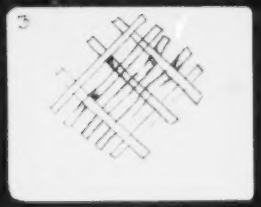
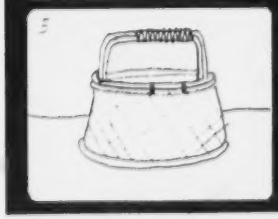
God has created the world in which living things and non-living things have been created. Human-being is a living animal and has been bestowed with natural things to use his wisdom to explore the world, innovate to make better living and comfortable life. If we look thousand years behind, human-being was clothless, used to eat raw materials and had no idea how to wear, how to cook, how to earn and how to make life comfortable. With the passage of time, he explored and have succeeded to make changes namely, for transportation, he has prepared aeroplanes, automobiles and given up moving on carts, horse back, etc. Likewise, he has succeeded to cook food better way and make meals tasty by preparing biscuits, cakes, sweets, other confectionery things from wheat and rice, etc. Everyone therefore feels to make good house, with all electric appliances, decorated with furniture and have good car and other facilities as one has in the urban life. This all can be obtained if we have good earning. In the village generally men work in the land to cultivate crops, or do mason work or something else to make his family life hand to mouth because of low income. But if earning is increased, life pattern and the living can be changed like in the cites. So women can play an important role to share the men in earning more money to make happier life. One easy way of earning more can be to prepare several types of handicrafts from bamboo, which is easily available in great quantity, and sell in the market.

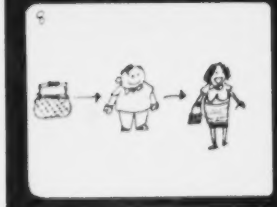
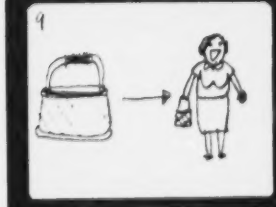
This way we can make more and more handicrafts and sell in good price in the market and earn more money and change life pattern to bring up at par with urban people.

Shooting the scene for video programme

Handicraft for Happier Life

No.	Video	Audio
1.	**CU** Final products, Super impose caption "Handicraft for a Happier life"	Cheeful music
2.	**LS** View of the village leading a happy life. People working in the village activities (moving shot) (in general)	**Nar.** As human beings, we should not be confine to one or two traditional ideas. We can explore others for more money and better living
3.	Men going out to work	**Nar.** Women can share work with men and can play important role in increase the earnings.
4.	Women at work	
5.	House work - cleaning	
6.	Woman prepares herself for handicrafts	
7.	She makes the handicraft	**Nar.** One example is the handicrafts.
8.	**Graphics-caption**	**Nar.** Handicrafts? How to make more income in this way.
9.		**Nar.** Many customers visit this shop to buy various kinds of handicrafts.
10.	**LS** Shop	
11.	Interview the shop owner	**Nar.** How much do you usually make in one day?
12.	Insert an example of what we are talking about	**Nar.** How much did you pay for this? How much do you sell each item for?
13.	Interview the customers	**Nar.** What attracts them most? How much did you pay for this? Why did you buy these particular things?
14.	**Graphics-caption**	**Nar.** Handicrafts? How to make various charming items?
15.	Rough steps shown in making handicrafts & the final products. - design quick cut	**Nar.** How interesting to prepare so many kinds of handicrafts! - What a charming and beautiful product!
16.	**Pan.** Various kinds of products	**Nar.** What to do with the final products?
17.	**Caption**	**Nar.** Handicrafts. How to sell them for a fair price.
18.	**Picture**	**Nar.** Hey! Look! What a difference in the selling price between the maker, middle man, and consumer. Can we also supply directly to the shop to earn more at a fair price?
19.	**MS.** a village	**Nar.** She's got production and marketing from the Provincial Industrial Office.
20.	**Graphic**	**Nar.** Oh! That's very good. It's much better to sell the product directly to the customer.
21.	**Graphic**	**Nar.** Yes, marketing is very important! If you sell your products to the middle man you will get only 30 Baht.
22.	**Graphic**	If you sell them to a shop you will get 40 Baht.
23.	**Graphic**	If you sell directly to the customers you will get as much as 50 Baht.
24.	**LS** Provincial Industrial Office	**Nar.** Yes, this is the Provincial Industrial Office. We can come here and ask for their help. (interview with an officer)
25.	Happy villagers	**Nar.** Look! In this village people are living very happily through the production of various kinds of handicrafts and by selling them at a good price. Why don't you try it?

1				"Handicrafts for a Happier Life" As human beings we should not be confined to one or two traditional ideas. We can explore others for more money and better living.
2				Women can share with men and can play an important role in increasing earnings.
3				One example is making handicrafts.
4				Handicrafts? How to make various charming objects.
5				What a quaint and beautiful product! What do we do with the find products?

6				Many customers visit this shop to buy various kinds of handicrafts. What attracts them most?
7				Interview with the shop owner. How do you get these products? How much do you pay for the products?
8				Hey! Look! What a difference in the selling price between the market, middle man and the customer.
9				Can we also supply directly to the shop to earn more for fair price?
10				Look! In this village people are living very happily through the production on various kinds of handicrafts and selling them for a good price. Why don't you try it?

Questionnaire in the Village

A. contents

1. Do you think the skills introduced in this video are appropriate to you or not?
   a. Yes b. No.

2. Do you want to prepare the basket after seeing this programme?
   a. Yes. b. No

3. Do you want to prepare the box?
   a. Yes. b. No

4. Do you like to know further skills for other handicrafts?
   a. Yes b. No
   c. Unsure

5. If yes, can you specify?

6. Do you think you can make these two handicrafts (box and basket)?
   a. Yes b. No

7. Do you get enough information on marketing to watch this programme?
   a. Yes b. No

8. Do you think this direct marketing method is useful to you?
   a. Yes b. No

9. Will you be able to generate more income with these skills (both new skill and new materials)?
   a. Yes b. No
   c. Unsure

10. Do you like to see more this kind of video programme?
    a. Yes b. No

11. Which do you like better printed materials like booklet, poster, or A-V material like radio programme and video?

12. Time is short or long:
    a. Short b. Long
    c. Appropriate

13. Is narration easy to be understand or not?
    a. Easy b. Difficult
    c. Fair

14. Which is your most favourite scene in this video?

15. Do you like the graphic information in the programme?
    a. Yes. b. No.

Result of the field pre-testing of video for "Handicrafts for Happier Life". We interviewed ten women after showing the video "Handicrafts for Happier Life."

The response from the women were as follows:

1. They all think that the skills introduced in the video are appropriate.

2. Five out of ten agreed that they can prepare the baskets after seeing this program and four of them said no and one was unsure. The cause of not wanting to prepare the basket was: they wanted more information in preparation and they think that the skill is not enough.

3. All the ten women said, they want to prepare the box.

4. All of them want to know the further skills for other handicrafts.

5. They wanted to know more about technique of making various kinds of basket.

6. Eight out of ten women thought that they can make the basket and the box after they saw the video. One was unsure and one said she can not and gave the reason that skill information is not enough.

7. All of the women agreed that they got enough information on marketing after watching the program.

8. Almost all of them thought that the direct marketing method is useful to them.

9. Seven of them said they can be able to generate more income with these baskets and three of them said unsure.

10. All of the women wanted to see more this kind of video program.

11. Nine women preferred the video because they could not read well and they could understand more for video because they could see moving picture as well as hear the sound. Only one preferred printed material because she can come back and look at it any time.

12. All of them agreed that the time length of the programme was appropriate.

13. They fairly understand the narration of the programme.

14. Their favorite scenes from the video were basket making and box making.

15. Half of them liked the graphic scene because it helped them to understand the message better. While the other half felt difficulties to understand the message because they are not familiar to the advanced graphic presentation.

Report of Group B (Slide and Radio Rrogramme)

Site Profile

Soi Teppraslt is a building construction site near Pattaya. It is about 8 kilometers from Silver Sand Villa. This is the place where the construction workers settle temporarily while the construction is going on.

Population

The total number of construction workers living in this area is about 200. These people are migrants from different provinces who came to settle in this area to earn a living. They were forced to leave their homelands in search of job.

Occupations

The people who are residing in this area are all construction workers whose ages range from 13 and over. Men and women, young and old alike, work together in this construction site. They are either mixing cement, fetching water, carrying a mixture of cement in pails, lifting heavy loads etc.

Income

The salary/wage of the construction workers ranges from 60 to 150 Baht daily. Some are employed by the company on full-time bases with the salary of 2,000 Baht per month.

Educational Attainment

On average, the majority of the construction workers finished grades four to six and very few attended secondary schools.

Housing

Housing conditions in this area are very poor, since they are just temporarily built for the workers. Houses are usually one-room style, walls and roofs are made of corrugated galvanized tin sheets. They are built very close to the building under construction.

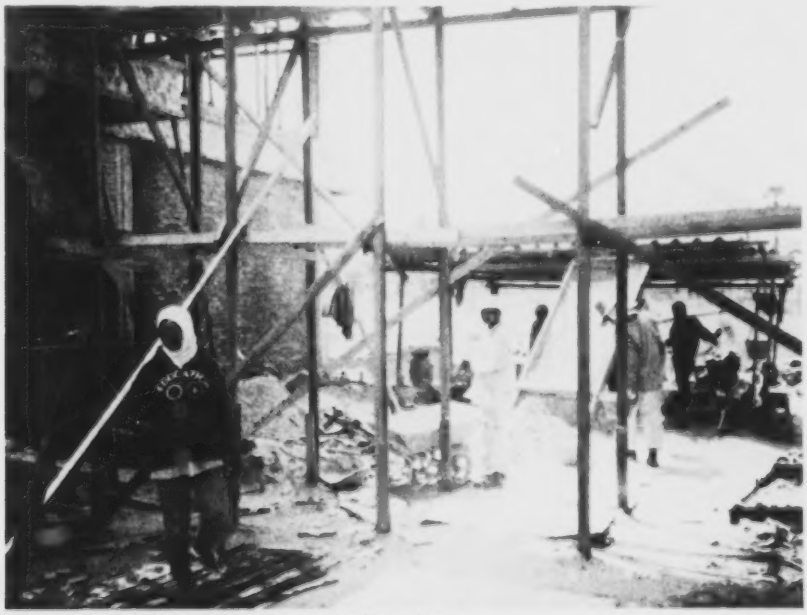
Environmental Condition

There is no proper drainage in the construction site. The street is flooded.

Improper garbage disposal is also very evident, especially in the residential area.

Water Supply

There is no supply of safe drinking water in this area. Families which have above - average incomes buy drinking water from outside. Those who cannot afford to buy are forced to get drinking water from the pipe system that is installed in the area, which according to them is not safe for drinking purposes. It can be used only for washing laundry, for bathing and for use in construction work.



Women working at the construction site

1. Field Survey

Group B was assigned to visit the busy construction site. Before the actual field survey took place the group brainstormed on the guidelines for the survey. After a lengthy discussion, the group decided to employ a combination of techniques in gathering the data, such as observation and interviews. The group also agreed that the following were the points to be considered in the survey:

- environmental conditions
- women's problems
- toilet facilities
- problem related to work and to migration
- family problems
- family size
- water supply
- education
- income and income generation
- source of information (TV., radio, newspaper, books, etc.)
- goals in life

Survey Proper

Group B decided to have three (3) sub-groups with one (1) Thai participant in each group to act as an interviewer and interpreter at the same time. The non-Thai participants guided the interviews and noted observations. The group stayed in the area until three o'clock in the afternoon.

Following are the problems identified and prioritized after their analysis through the NP method;

1. Poor housing and sanitation

   1.1 surroundings
   1.2 garbage disposal
   1.3 drinking water
   1.4 housing

2. Negligence towards children's safety and development

3. Lack of awareness on benefits of education

4. Social and economic compulsions

5. Economic constraints

6. Ignorance about safety measures

7. a) Media not used for self-development
   b) No organization for action
   c) Lack of continuing education facilities

8. Lack of vision for the future

9. a) Indifferent attitudes towards women
   b) Lack of recreation facilities

Solution Offered to Identified Problems

1. a) Create awareness on the importance of clean housing and surroundings
   b) Suggest proper ways of garbage disposal.
   c) Provide information on how to purify drinking water.

2. Provide child care centre.

3. Provide skill training courses.

4. Raise women's consciousness in socio-economic aspects

5. a) Provide guidance on how to improve economic conditions/status of workers.
   b) Suggest methods for generating income.
   c) Provide information about job opportunities
   d) Give successful stories.

6. a) Request employer to establish health centre.
   b) Create awareness on safety measures.
   c) Provide health education.

7. a) Provide livelihood skill training
   b) Conduct functional literacy classes

8. Create/Develop positive attitude for better life in the future.

9. a) Create/Develop right attitude towards women
   b) Suggest ways on how women's status can be raised or improved.
   c) Make available mobile library, slide shows, cultural activities, study tours and request employers for at least one day off.

2. Development of Materials

After prioritizing the problems and listing the suggested solutions, the group subdivided into two smaller groups. One group was assigned to prepare slides with narration while the other was given the task of preparing a radio programme.

Selection of Themes

The group which prepared the radio programme decided to focus the material on the problems which are mainly concerned with the negligence of parents towards their children's safety and development and their ignorance about safety measures. The programme focused specifically on the dangers which the children are facing in the construction area and the suggested measures to remedy the situation. This programme is addressed to parents in general and to women in particular. In this eighteen - minute magazine radio programme the following items were used.

1. two-minute spot report on the scenario
2. seven-minute drama
3. one-minute spot jingle
4. two-minute each of two interviews with

government officials on the safety and welfare of workers.

All these items were presented and linked with narrations.

On the other hand, the group which prepared the slides with narration decided to weave the material around poor housing and sanitation with special emphasis on the surroundings, garbage disposal, drinking water, poor housing conditions and the problems related to men's attitude towards women. This programme is specifically addressed to women.

The objectives set for the slide and radio programmes are listed below:

1. To raise the level of awareness of women on the health problems that are affecting family life.
2. To suggest measures on how to solve the problem on poor housing conditions, garbage disposal, dirty surroundings and drinking water.
3. To suggest ways on how to prevent common accidents.
4. To orient women on how they can possibly improve themselves to become a better wives and mothers and effective members of the community.

The group working on the slide programme decided to give existing situation first. This was followed by the future projections in animation and the last part consisted of instruction for improving the environment and changing attitudes. Visuals were developed along these lines. It was also decided to have audio with popular Thai music, sound effects at the construction site, live interviews and narrative.

Development of the Materials

After the selection of themes, the two sub-groups proceeded to the main task in the development of the materials. They lined up all the concepts to be integrated in the slide and radio programmes. At this stage, the concepts were further classified into smaller concepts so as to facilitate their natural integration into the materials.

When everything was set, the group concentrated on the preparation of the narrative part of the slides. Then they went to the site with the photographer and illustrator to take slides. The illustrator made sketches for his reference. All the sounds and interviews were recorded. On the other hand, other members prepared all the things which were included in the radio programme, like the introductory statement, on the spot news report, story lines and scripts for the drama, the spot jingle and the interview portion.

After coming back from the site the films were developed, selected and arranged in a sequence. The narration was revised and edited.

As in the case of the group who prepared the radio programme, they subjected the first draft of the materials to in-house critique and then made some revisions based on the suggestions given by the other group members.

Finally the group together with some group C participants went to the spot production studio and recorded these materials in English and in Thai, too.

Preparation for Field-testing

Before the field-test, the group also developed two sets of questionnaires for the evaluation of these materials, one for the slide tape presentation and one for the radio programme. The narration for the slide, the interview, the scripts for drama and the questionnaires were all prepared in English first and then translated into Thai. These materials were typed in English and Thai.

Editing the video programme

Sub group B-1 Slide Programme

Healthy and Happy Life

No.	Visuals	Audio
1.	Title-caption with graphic in Thai & English "Healthy and Happly Life"	Popular music (Yim Hai Gan) (Sound effects of construction work)
2.	Long shot of construction site (from the approach road)	Building construction at this site started about nine months ago.
3.	Medium shot of construction site	Two hundred workers are working here. They are 50% women and 50% men.
4.	Closer shot facing the houses	The construction work will take two years to be completed.
5.	Close up of one or two houses with dirty surroundings	These are the houses for workers to live.
6.	A woman with child standing outside the house	This lady came here a few months ago. Her husband is a supervisor at the site. Earlier she was working in building construction but this time she is not working. Let us talk to her.
7.	Close up of Valaya	Q: Have you ever worked at the construction site? She replied:
8.	Valaya with her children	A: Yes, I have been working at the construction site for nearly 20 years. But now I have three small children to look after. So my husband and I decided that I should stay at home.*
9.	Close up of Valaya's children	Formerly, we used to keep a helper to look after our small babies. But it is always better if the mother herself can take care of them.
10.	Neglected children - 3 slides	Sounds of children playing & talking
11.	Close up of dirty water with the tap	Dirty water with garbage floating on it surrounds the houses. The water gets collected in the ditches during the rains.*
12. 12A.	A woman taking drinking water from that tap Lek taking water from tap	The tap water comes from city's central reservoir.
13.	Lek drinking tap water	They drink it without boiling.
14. 14A	Some children standing in the dirty water Some children playing in the dirty water	Children play with dirty water happily, not realizing that it can cause skin problems and other diseases.
15.	Close up of child's legs having skin problems	
	Future Projection	
16.	A graphic showing accumulation of garbage outside the house	This will be the situation of garbage outside their houses after a few months.
17.	A glass of water	This looks like clean water. Now let us look at it through an instrument called microscope. Small things look big through microscope.

No.	Visuals	Audio
18.	A microscope showing germs in water - graphic	You can see the germs of disease floating in the water
19.	One boy holding his stomach in agony	These germs can cause cholera, diarrhoea, etc.
20-A	A graphic showing flies on the garbage	Flies sitting on the garbage bring all* that dirt on your food
20-B	Flies sitting on the food-graphic	
21.	A graphic showing mosquitoes flying over the water	Mosquitoes can disturb your sleep. They also give diseases like malaria and dengue fever.
22.	A graphic of a big question mark	So what do we do to avoid disease? What should we do for a healthy life?
23.	Garbage being cleaned by man and woman together	The first step is to keep our environment clean. Let us remove the garbage from the vicinity of the living area.
24.	A basket full of garbage placed outside a house	Every house should have a bag or a basket for collecting garbage
25.	A bucket full of garbage placed outside a house	
26.	Man & woman carry the garbage bag and the basket away from the house	At the end of the day, they take the garbage to the main garbage dump
27.	A graphic showing the garbage dump far away from the houses	The main garbage dump is regularly cleared by Municipality workers.*
28.	A municipality worker clearing the garbage	
29.	A graphic showing the house with clean surroundings	If your surroundings are clean, there will be no flies, no mosquitoes, no rats and no foul smell.
30.	A glass of water	This glass of water has no germs of diseases.
31.	A graphic of question mark with the glass of water	What is the reason?
32.	Water boiling in a kettle on the stove	This water is safe because it is boiled before drinking. When we boil the water, it kills the germs.
33.	Two young men drinking boiled water	These are healthy young men because they drink safe water Their mother uses safe water for drinking.
34.	Children of Valaya's family shown with her	Q: Do you like the idea of child care centre, because all mothers cannot afford to stay at home to look after their children?
35-A	Valaya's close up	A: She replied: (Valaya's voice) I think it is a good idea to have a child care centre. But there are not many children in this area so it would not be profitable to invest in the centre.*
35-B	Children playing at the site	Some parents let children play at the construction site. It is very dangerous for them. If we have a day care centre, our children will have somebody to look after them.*

No.	Visuals	Audio
35-C	Valaya's close up	It will be better for future development. We can do our work better without any worry.
36.	Who should be responsible for keeping the surroundings clean? (graphic)	(Repeat caption)
37.	All are responsible, workers as well as employers (graphic)	(Repeat caption)
38.	Face of a girl asking question	How will the employer help?
39.	Graphic of the construction site, showing building area, houses of workers, toilets and garbage dump away from houses	The position of the garbage dump, toilets and houses should be planned by the employer at the initial stage at the site. Water from the ditches can be removed with pumps.
40.	Smiling faces of mother and dauther	We need clean surroundings, safe drinking water and proper housing facilities for a healthy and happy family life. (Music)
41.	**Production team:** Mrs. Neelam Basnet Mrs. Varsha Das Mrs. Lakana Nagrong Ms. Vilai Yamsaka Mr. Maman Suherman Mr. Cheong Siew Hoong Camera: Mr. Chawalit Yuangtong Graphics: Mr. Prasert Banternsuk	(song continues)
42.	The end (graphic)	This is the beginning our bright future. "Yim Hai Gan....."

Healthy and Happy Life
Guide for Utilization

Objective:

1. To create awareness amongst construction workers of the importance of clean surroundings for healthy living.
2. To encourage parents to keep their children away from the construction area for safety.
3. To create awareness of drinking boiled water for good health.
4. To encourage every household to dispose of garbage at a proper place.
5. To create awareness about some diseases caused by germs in dirty water and garbage.

Target:

Neo-literate rural women in construction projects.

Application:

1. The instructor explains the purpose of this slide programme to the audience.
2. The slides with narration are then shown to the audience.
3. When the slide show is over, discussion on the main points of the show will be held between instructor and audience, encouraging discussion among them.
4. After the discussion is over, the slides will be shown again to reinforce the main points.
5. A question-and-answer session on the adoption of the main points.

Questionnaire for Slide Programme

Name: _____
Sex : _____
Age : _____
Education: _____

1. Do you remember the title of this slide show?

   a. Yes b. No
   c. Don't know

2. What is explained by the slides?

   a. Dirty water
   b. Hard work
   c. Dirty surroundings
   d. Dirty water, dirty surroundings and a child care centre

3. Do you find the pictures clear?

   a. Veryd good b. Good
   c. Not so good d. Bad

4. Do you think these slides convey anything?

   a. Yes b. No
   c. Don't know

5. Do you find these things clear? (Can choose more than one answer)

5.1 Music

   a. Very clear b. Too loud
   c. Too slow d. Too soft
   e. Too fast

5.2 Narration

   a. Very clear b. Too loud
   c. Too slow d. Too light
   e. Too fast

6. Is the slide interesting for you?

   a. Very interesting b. Interesting
   c. Not interesting

7. After you watch the slides, would you like to follow the instruction given in the slides?

   a. Yes b. No
   c. Don't know

8. If **No**, can you tell me why?_____
   _____

9. Would you like to see such slides again?

   a. Yes b. No
   c. don't know

10. If **No**, can you tell me why?_____
    _____

11. Will you be able to find time to watch such programmes?

    a. Yes b. No c. Dont' know

12. How often would you like to watch such programmes?

    a. Once a month b. Once a week
    c. Never

13. Do you like to read some books on this subject?

    a. Yes b. No c. Don't know

14. If **No**, can you tell me why?_____
    _____

15. If **Yes**, what kind of books, stories or comics?

    a. Yes b. No c. Don't know

16. Do you think health is connected with clean surroundings?

    a. Yes b. No c. Don't know

17. Do you think that drinking safe water is connected with your health?

    a. Yes b. No c. Don't know

18. Do you think that children should be kept away from the construction area, in a child care centre?

    a. Yes b. No c. Don't know

19. If **No**, can you tell me why?_____
    _____

20. Did you enjoy the programme?

    a. Yes b. No c. Don't know

Thank you

Name of interviewer:_____

Signature of interviewer:_____

Sub group B-2 **Radio Programme**

Signature Tune

(Up and hold under 10 secs. then fade out)

Presenter: Welcome to the women's magazine programme. Today we have taken an issue in our lives, and that is the safety of workers at building construction sites, particularly women and children. Our reporter has visited the site. You will hear his on-the-spot reporting. This will be followed by a drama on the same topic. Our reporters have also interviewed the officers of government departments which look after the welfare of workers and their safety. And you will also find a melodious jingle between the interviews.

So let's listen to our reporter who is already at the construction site.

F.X. : (construction noises cross fade in)

Reporter : I am standing at the construction site on lane 17, Pattaya Road Number 2, South Pattaya. Four condominium buildings which are five stories high will house 730 families. According to the Project Manager about 100 men and 80 women have been working here for almost a year. The construction is half way through. These workers are from the central, the northern and the northeastern part of Thailand.

As I look around, this construction site has no enclosure at all. Usually, building areas are dangerous so admission is restricted. Here, there is no prevention and no warning signs. Nobody is worried about safety first or is aware of danger. Most of the workers have no head protection. Only a very few foremen are wearing helmets. Since living quarters for workers are at the construction site, I am frightened by the sight of dozens of children playing under these buildings. Some of them are running around the trucks and cranes. I am afraid they will be victims of tragic accidents.

I also see some children on the second floor and the third floor of these condominiums. Their parents may be working and nobody takes care of the kids. They have got to bring them up to the work site. If the supporting columns fall or the floors collapse, what will happen to these children? Some of them are walking close to the edge of high floors. They may fall down at anytime.

Thinking about a possible accident, I ask workers about first aid preparation. Nobody knows about it I can see no first aid kits. And I could not see any hospitals or private clinics near by. What are they going to do in case of accidents?

F.X. : (construction noises up and cross fade)

Presenter: And now the drama "How Are You, Baby?"
(Music theme)

Scene One

F.X. : Sounds of engine and falling objects

Vilai : Noi, Noi, my baby gets out quickly!

F.X. : Loud cry (What happened Vilai? Where is Noi...?) voices of people running and shouting)

Narrator : It was too late, Noi was hit. She lay very still. Blood gushed from her forehead. Other workers rushed to the scene of the accident.

F.X. : Footsteps of workers, angry voices.

Vilai : Help! Please get a car. My child is badly hurt.

F.X. : Mother crying, workers murmuring amongst themselves, car approaching.

Narrator : Noi was taken to the hospital. Her parent went too.
(Music bridge)

Scene Two

F.X. : Sudden stop of car outside emergency room.

Nurse : (over loud-speaker) Attention Dr. Kla, please proceed to the emergency room immediately.

F.X. : Footsteps of nurses/doctor rushing into room, mother crying (blaming herself for Noi's accident)

Vilai : (In between sobs) Noi, my dear Noi, this should not happen to you. It's my fault.

Father : Vilai, don't blame yourself. It's my fault, too. Oh! The doctor has

arrived.

F.X. : Opening door

Narrator : At last Dr. Kla came out of the room, and saw Noi's parents and Mr. Sunthorn, the Employer in a heated argument. When Noi's mother saw Dr. Kla she quickly ran to him.

Mother : Doctor, how's Noi?

Doctor : I'm sorry to say that Noi is in the Intensive Care Unit. She's lost a lot of blood.

F.X. : Mother wailing

Father : Oh! Is it that serious?

Doctor : We are trying our best. Be brave.

Vilai : Mr. Sunthorn, you are also responsible for this accident. There's no place for the children to play.

Father : We are very poor. The hospital bill is very expensive and...

Vilai : My daughter might be in the hospital for a long, long time. You won't help me to look after her!

Mr. Sunthorn : You are both working so you should pay for the hospital bill.

Vilai : My daughter is badly hurt. She may require our personal attention. We may have to be away from work.

Father : So we lose both ways. No wages and high expenses, because the hospital bill for the Intensive Care Unit is quite expensive. My wife and I don't have any savings.

Mr. Sunthorn : Okay, okay, I will lend you the money. But you must pay me back with interest. My family needs it, too.

Vilai : No, no, Mr. Sunthorn. How do you expect us to pay your money back? It will take us a long, long time. We don't know for how many years we will have to serve. No, no. That is not possible.

Narrator : Dr. Kla intervened and advised them to settle their differences with Ms. Thanalai, the Social Worker.
(Music bridge)

Scene Three

F.X. : Knocking on the door of Ms. Thanalai's office, followed by door opening.

Ms. Thanalai : Please come in. What can I do for you?

Mother : We have a big problem. Our daughter met with a serious accident at the building construction site. She is in the hospital.

Father : My wife and I were working on the upper floor of the building. Our daughter was playing downstairs. She was suddenly hit by a falling brick.

Ms. Thanalai : How can I help you?

Father : We earn very little money. We can't afford to pay the hospital bill.

Vilai : Mr. Sunthorn told us that he will lend us some money.

Mr. Thanalai : Is that true, Mr. Sunthorn?

Mr. Sunthorn : Yes, it's true. But I want them to pay my money back with interest as soon as possible.

Ms. Thanalai : I don't think that is possible, Mr. Sunthorn. Please wait. I will talk to my supervisor.

F.X. : Dialling

Narrator : Ms. Thanalai made a call to the main Social Welfare Office. After speaking with her supervisor she returned.

Father : Oh! She is back. What did your supervisor say?

Ms. Thanalai : Please don't worry. We will take care of the hospital bill. You take good care of your daughter.

Narrator : Ms. Thanalai listened to their other grievances and later decided to refer them to Ms. Pohka, a social worker friend in their area.
(Music bridge)

Scene Four

Ms. Pohka: Ms. Thanalai informed me about the problems workers face on the construction site. I think it is serious.

Vilai : Ms. Pohka, could you suggest any solution to avoid further accidents?

Ms. Pohka: Yes, I have three suggestions for Mr. Sunthorn. 1. to provide a child-care centre, 2. hire a woman to take care of the children while parents are at work, 3. put up warning signs at dangerous spots.

Mr.
Sunthorn : Your suggestions sound great but I think it is impossible to organize all this.

Ms. Pohka: It is not impossible. All we need is co-operation.

Father &
Mother: We think the same. We must work together to build better lives.

Narrator : After a lengthy discussion, Mr. Sunthorn, the workers' representative and Ms. Pohka finally decided to take steps for workers' and their children's safety.

Music
Theme : Up and Under.

Presenter: Such tragic incidents do take place at construction site where parents are busy at work and children are playing and running around in the same area. Our reporter has interviewed Mr. Vilert Jetiyanuwat, Chief of the Eastern Centre for the improvement of working conditions and environment in Chonburi.

(Tape insert of the first interview)
Cue in...by using the safety helmet for the workers.
duration 3 mins. 20 secs.
cue out...for the workers, for everyone, they must can do.

Presenter: And now a melodious jingle telling us that accidents can be avoided and life can be happier.

Spot
jingle : I
There is no problem too big.
We cannot solve it.
There is no storm too dark.
We cannot calm it.

II
Accidents can be avoided
If we'll all be careful.
All our lives can be saved.
And this place will be peaceful.

(Repeat I)
We can carry the problems we have.
Upon our shoulders.
I know my sister/brother that we can carry on.

Presenter: Lastly we have another interview by our reporter. He talks to the Deputy Chief of Social Work in Chonburi Province.

(Tape insert of the second interview.)
Cue in...voice of the reporter asking a question in Thai, followed by voice of interviewee.
Fade down after ten seconds and English translation voice over...
To set up a children centre at a construction site, first chief of the social workers in this province will make a survey. At least, twenty children from 2-6 years old must be on the site. The social workers will request the employer to provide space and a building for children. The spending also includes lunch and milk which should be taken care of by employers. However, the cost is not high because employers already have wood, brick and other materials for a day care building. The centre can be easily constructed to have a common sleeping room, a bathroom, toilet for children as well as a playground.

The day care centre needs a baby-sitter who will be trained by the Social Welfare Department. The department also helps to provide toys for the day care. There are about 50 construction sites in Pattaya area, up to only one company cooperates and arranges a children centre at the construction site.

F.X. : Fade up the second interview for ten seconds.
Bridge music

Presenter: So today we discussed the problem of safety at the construction site. And we also know how to avoid them, and whom to approach for help in case we are in trouble. Thank you for being with us. See you next week once again. Bood-bye!

Signature tune.

Guide for Utilization

Title : Women's Magazine Programme
Theme : Safety for All for Better Life
Objective:

1. To create awareness of safety at the construction site, especially safety for children.
2. To suggest measures that prevent accidents.

Target Audience: Women workers.

Application:

1. Before listening to the radio programme the instructor asks about the problems they face in everyday life.
2. Listen to the radio programme.
3. Instructor to specifically point out about the children. Who takes care of them if both parents are working? Where do they play?
4. Discuss with them about accidents that may happen if they are not careful.
5. Ask them if they have knowledge about first aid.

Questionnaire for Radio Programme

1. Personal Data

Name:_____ Age:____
Sex: ☐Male ☐Female
Marital Status: ☐Single ☐Married ☐Widow
Occupation: _____
Education Level: _____
Religion: _____
No. of children:____ Income:____(in Baht)

2. General Information

Title of Material _____

1. Is this situation familiar to you?

   ☐Yes ☐No ☐Don't know

2. Did you like the drama?

   ☐Yes ☐No ☐Don't know

3. If Yes, why? _____
   _____

4. If No, why?_____
   _____

5. Did you find the drama connected with your life?

   ☐Yes ☐No ☐Don't know

6. Have you come across such accidents?

   ☐Yes ☐No ☐Don't know

7. Do you agree with the idea of a Child Care Centre?

   ☐Yes ☐No ☐Don't know

8. If No, why?_____
   _____

9. If such mishaps occur in your life. Where will you go?

   ☐to the employer
   ☐to the doctor
   ☐to the social worker

10. Would you like to wear helmets while at work?

    ☐Yes ☐No ☐Don't know

11. If not, why?_____
    _____

12. Would you like to take some action about safety at the construction site?

    ☐Yes ☐No ☐Don't know

13. If yes, what in particular?

    ☐putting up-danger signs
    ☐providing first aid kits
    ☐asking the employers for life insurance

14. Did you find the language clear? Could you follow it?

    ☐Yes ☐No ☐Don't know

15. If No, why not? _____
    _____

16. Would you like to listen to these kinds of programmes?

    ☐Yes ☐No ☐Don't know

17. If No, why not? _____
    _____

18. If Yes, how frequently would you like to listen to them?

    ☐once a year ☐once a week
    ☐once a month ☐daily

3. Field Testing of the Materials

The preparatory activities undertaken by the group prior to field testing of the slide and radio programmes were short introduction of group members by a Thai participant followed by a brief explanation on the main purpose of the activity.

Field testing of the slide and the radio programmes was done one after the other. This was thought of by the group so as to gain full attention of target audience to each of the programme presented.

After presenting the slide the Thai participants interviewed about 13 - 16 listeners using the Questionnaire. Same thing was done with the radio.

Later, after gathering the necessary comments and suggestions from the listening, the group thanked the participating group for their utmost cooperation and willingness in giving their parts in the process of literacy materials development.

Analysis of Field Test Results

Before the actual analysis of the field test results, the Thai participants translated the response of the interviewers into English for the sake of the non-Thai participants and for recording purposes.

The group then conducted a group analysis of the result of the field test.

Listed below are the comments and suggestions of the listening group. Added to these are personal observations and suggestions of the materials developers/writers.

Comments for the Slide Tape programme

1. It is very interesting, very timely and very informative.

2. It motivates people to take initial actions regarding health and sanitation problems as well as safety.

3. It encourages people to search for move information on how they can improve their living conditions in the area.

4. It is very enjoyable and programmes like these should be shown more often.

Suggestions for the Slide Tape Programme

From the Writers/Material Developers Point of View

1. There should be fewer slides. Pictures should stay there for sometime so as to give enough time for the learner to relate the picture with the narration.

2. It should be field tested in another group having similar situation. Because based on our observations, they were not paying so much attention to the narration. They were so excited where they saw familiar faces being shown on the screen.

3. In cases where in the same group is used for field testing, interviews should be done after the second or third viewing to give them time to mentally digest the message being conveyed by the material.

Comments for Radio Programme

1. The situation presented is very relevant to their situation.

2. The respondents unanimously agreed with the idea of setting up of a child care centre in the areas.

3. It motivates them to take initial actions for safety measures like putting up warning signs, wearing helmets and providing first aid kits.

Suggestions for the Radio Programme

A. From the Respondents Point of View

   1. Since they considered this kind of programme very entertaining and informative, most of them wanted to

B. From the Writers/Materials Develops' Point of View

   1. The radio programme presented in Thai version is too long. It lasted for about twenty-one minutes. Based on experience, a programme like this should be not more than 15 minutes, since the maximum interest span of listeners is normally 15 minutes only.

   2. Shorten the programme by deleting one interview.

   3. The number of characters in the drama should be lessened if possible to four.

It is important to note that most of the suggestions for improvement written here are intended for the Thai version of the slide and radio programmes which were field tested during the workshop.

Guide for utilizations were also prepared to accompany the slide and radio programmes.

Report of Group C (Folk Media and Printed Materials)

Village Profile

Ban Rai village, which is not considered to be a typical Thai village, is in Nong Pla Lai sub-district Bang Lamung district, Chonburi. The village is located 17 km from Silver Sand Villa.

Population

There are 60 households. A total population of approximately 400.

Occupation

The main occupation of the people of this village is working on building construction sites and growing tapioca for a local company (Suriyon Riwa Company) or selling their labour when they have spare time. They earn an income of about 1,200 baht/month.

Education

The only primary school in the village has grades 1,3,4 and 6 with a total of 32 students. The school has three teaching staff. Two females and a male. Non-formal education in literacy and functional literacy, although started a few years ago, is considered non-existent.

Electricity

While some households have electricity, others do not.

Village Reading Centre

There is no reading centre in the village and as a result many of the neo-literate villagers have begun to relapse into illiteracy.

1. Field Survey

(1) Introduction:

Group C, in preparing for the field survey, agreed upon observation, group discussion, and interview as the method for gauging problems faced by women in Ban Rai Village.

Areas of observation assigned to group members were:

- Income earing activities
- Health
- Education
- Political Awareness
- Attitude of men towards women
- Culture
- Employment
- Agriculture
- Land ownership

(2) Survey:

On the 12 October we visited Ban Rai Village. The women's group leader and about 25 women had gathered at the school where the discussion was to take place.

After 1 1/2 hours of discussion, the group was divided into smaller groups. Each sub-group having a Thai speaking participant and 2 or 3 non-Thai speaking participants.

A total of 15 women were interviewed.

Analysis of Field Data

After the field visit, the data collected was analyzed using the NP method.

(1) The problems and needs of the women and the village as a whole were categorized as listed below:

a) Inadequate involvement of women in improving social-economic condition of the village.

- People have low income because of inadequate skills and opportunities.
- Villagers are landless because the land belongs to a private company.
- The people receive inadequate information to improve their quality of life.
- No marketing skills.

b) Insufficient knowledge on health, sanitation and nutrition.

- Villagers have no proper sanitation and latrine.
- No knowledge on the importance of nutrition.
- Lack of proper water supply system and lack of knowledge in purifying water.
- Poor health conditions exist in the community.

c) Low formal education level and insufficient vocational training.

- People especially women have low education levels because they have no confidence in education.
- Non-existance of NFE facilities.
- Lack of knowledge in prioritizing needs.

d) Lack of government support for basic services

- Insufficient transportation facilities.
- Poor infrastructure and services.
- Poor living conditions

e) No recreation opportunities.

f) Early marriage problem

(2) Based on the listed problems/needs, solutions were drawn up and categorized.

a) Provide NFE activities for better living conditions

- Active involvement of Govt. authority to improve the quality of life.
- NFE activities to be promoted to upgrade people's knowledge for better life.
- Upgrading formal education facilities.

b) Provide more vocational skills for higher income

- Provision of marketable-vocational skills to generate more income.
- Promotion of non-rice staple foods.

c) Mobilize women's organization to convince authorities and company to work for the development of the community especially women.

- Setting up a women's organization.
- Provision of effective services.
- To foster a better relationship among factories, government, and the community.

d) Improve health consciousness through better health services

- Provision of better care for children.
- Establishment of health facilities.
- Provide better health services.

e) Supply more printed materials for more information.

f) Establish recreational facilities.

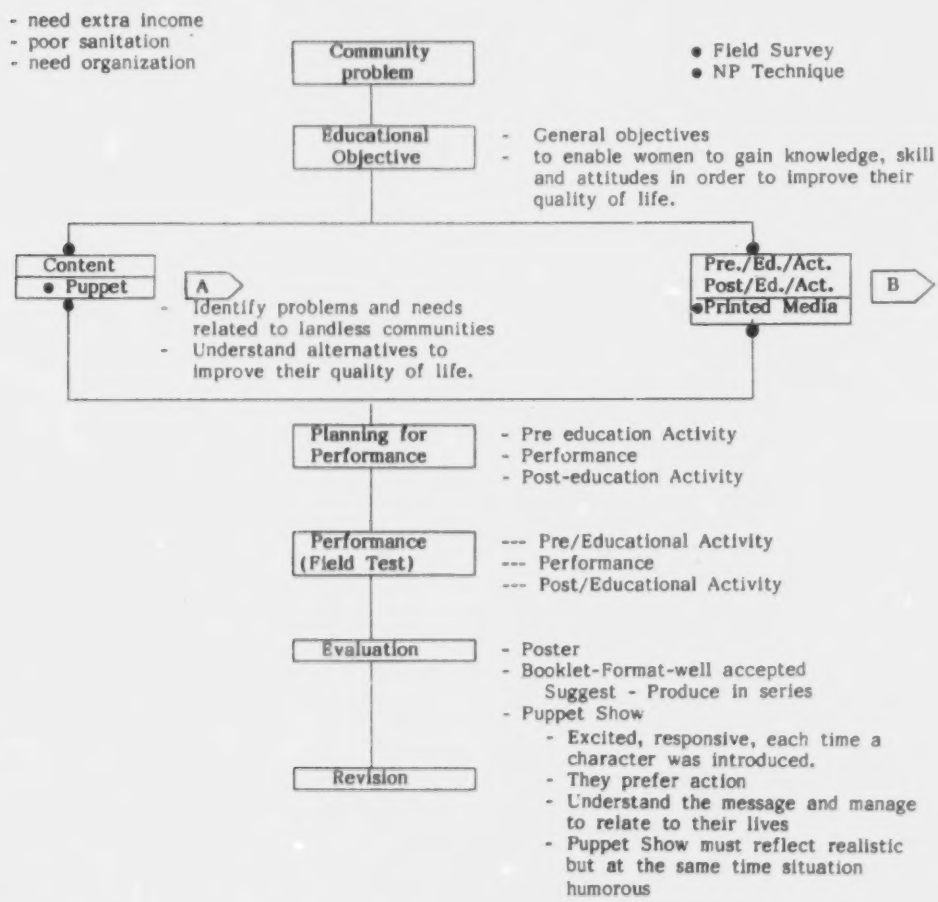
g) Form a co-operative for better economic status.

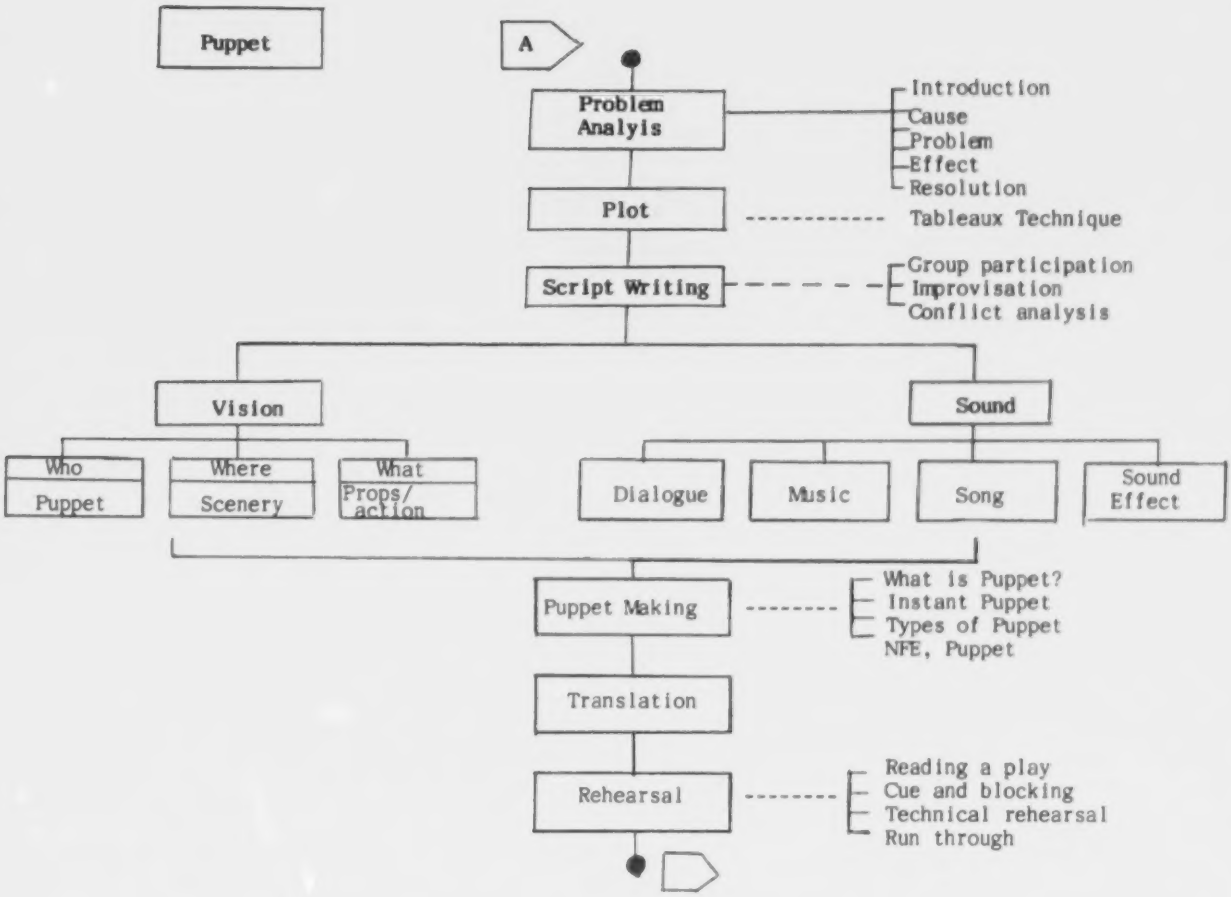
h) Encourage participation of male members of the families in household chores.

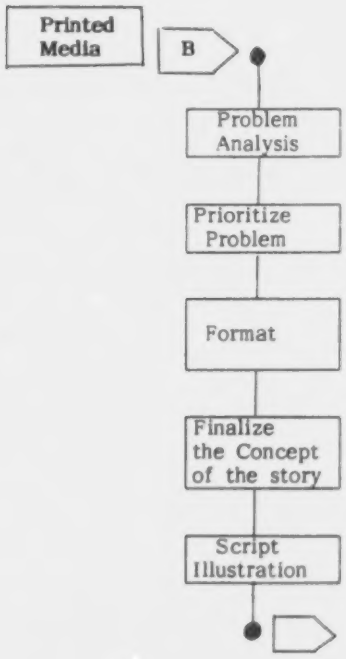
2. **Development of Materials**

Folk media & printed Materials Production Process

FOLK MEDIA AND PRINTED MATERIAL PRODUCTION PROCESS


- need extra income
- poor sanitation
- need organization
Community problem
• Field Survey
• NP Technique
Educational Objective
- General objectives
- to enable women to gain knowledge, skill and attitudes in order to improve their quality of life.
Content
• Puppet
A
- Identify problems and needs related to landless communities
- Understand alternatives to improve their quality of life.
Pre./Ed./Act.
Post/Ed./Act.
•Printed Media
B
Planning for Performance
- Pre education Activity
- Performance
- Post-education Activity
Performance (Field Test)
--- Pre/Educational Activity
--- Performance
--- Post/Educational Activity
Evaluation
- Poster
- Booklet-Format-well accepted
Suggest - Produce in series
- Puppet Show
- Excited, responsive, each time a character was introduced.
- They prefer action
- Understand the message and manage to relate to their lives
- Puppet Show must reflect realistic but at the same time situation humorous
Revision





Selection of Theme and Topic

After much discussion, the theme "Women's plight is never hopeless" was agreed on by the group.

The development and presentation of materials were categorized into three (stages):

1) Pre-education activities: must be motivational & participatory for the village

2) Performance: must contain an educational message

3) Post-education activity: is to be a follow-up and evaluation of the presentation.

From a long-list of materials and presentation methods, singing, with a poster, puppet show, and a booklet depicting characters in semi-realistic cartoon form were selected.

Objective

Over-all and specific objectives were stated as guidance to the development of the materials

Overall objective: To enable the women to gain knowledge, skills and attitudes in order to improve their quality of life.

Specific objective: At the end of this programme the learners (women) will be able to:

1) Identify problems and needs related to landless communities.
2) Understand alternative ways with which to improve their quality of life.
3) Acquire skills related to production such as handicraft, raising cattle, chickens, etc. and forming a co-operative.
4) Organize women's groups to establish a dialogue with authorities (government and private sector) to sensitize them towards women's problems and encourage them to help women.
5) Organize NFE programmes for women's development in several ways with the help of the NFE Department.

Materials preparation

The group was (then) divided into two sub-groups

Printed materials

The group, after one and half days' work, produced a draft cartoon booklet titled "Learn to Fight Poverty", sub-titled "Women's Effort" is the Key to a Better Life.

The contents focused on the importance of education, generation of extra income and the need for organization at village level.

The following plot was used, however, changes were made as the story progressed.

Plot

There would firstly be:
- an accident
- vehicle entering village
- an injured man
- villagers help to take him home
- curious villagers
- family facing financial difficulties
- the need to borrow
- discussions between husband and wife on financial situation
- village women's interest in helping disadvantaged woman
- teacher helps organize a village women's group
- women's co-operation brings successful results

Puppetry

Based on the 5 specific objectives that have been listed by the group, this sub-group has decided to focus on only two, namely:

- indentify problems and needs related to landlessness.
- understand the alternatives in order to improve their quality of life.
- the play (performance) structure will be based on the following items:

  . introduction
  . cause
  . problem (to identify problems and needs)
  . effect
  . resolution (understand alternatives)

Introduction	Cause	Problem	Effect	Resolution
	Landless	*poverty	*lack of skill -education -organization -vocational *not enough food *no clean water *no clean - environment *no health facilities	*organize themselves *Approach NFE department to provide skill training

Preparation of script:

For this production, the plot/story line was based on the aforementioned play structure. From this point, the group proceeded with the preparation of the treatment.

- Treatment of the script:

Based on the aforementioned play structure, the plot/story line and script were prepared according to the format below:

Scenery	Character	Props	Dialogue	Song	Music	Sound effect

- For the purpose of this performance, various types of puppets (were) used. To ensure that the audience gain some benefits the performance was presented as a "product" and not a "process". The duration of the performance was 30 minutes.

Puppets developed during the workshop

The Puppetry Script
"Wonderful Basket"

Scenery 1: In front of the House

Landless

Father & Daughter: (singing a song and fencemaking)
(Father humming, daughter giving him a nail)

Mother : (walks with water carrier, puts down the water carrier and complains)
"I am very tried, (shouting to her daughter) "Help me Noi."

Daughter: "I am helping papa just a few minutes mama."

Father : "We are making the fence, Oh! It's completed now."

Mother : (speaks to her daughter)
"Noi, your father was just a little boy when your grandfather brought him here from the northeast region. But sad to say, until now we don't have any piece of land that we call our very own."
(The Land Lord comes, every one looks at him.)

Mother : "Sawadee Sir. Where are you going?"

Land Lord: (looks angry)
"What are you doing? Stop! You can't do that. This is my land. (he destroys the fence.)

Mother : "We've been here for years."

Land Lord: "But it is still my land." (he kicks the fence and says)
"What happened? What am I doing"
O.K. I'll go away." (he goes back)

Scenery 2: In the house

No money

Mother : (Mother is cooking, holding a pan in one hand. There are many flies in the house. Hitting the flies with her landle.)

Daughter: (comes and asks loudly)
"Mama. Is the food ready? I am very hungry. Yesterday I didn't have enough food."

Mother : "Not yet, Noi, you have got to wait for a while, dear."

Daughter: "I am so hungry, I have just drunk some water from the pond, please hurry up."

Mother : "O.K. you can have it now."
(Gives food to Noi and there are still a lot of flies.)

Daughter: "Oh! Maybe we have to wait for your father. He may bring some money and food."

Father : (comes to the house)

Mother : "Papa is back."

Daughter: "Oh! Father, what have you got for me?"

Father : "Nothing! No food and no money."

Mother : "Did you get a job?"

Father : "No, the factory owner said that I have no skill, so he won't give me any job."

Mother : "What shall we do? Our child is hungry."

Father : "Oh! Shall we have our dinner now? I am hungry, too. We'll discuss it tomorrow.

Scenery 3: In the house

Sickness - No money

Father : (sings in a drunken manner)

Mother : "You got drunk again today! We have no money to buy medicine for our daughter. She has had a stomach-ache for several days."

Father : "May be tomorrow we'll be rich. I'll get a lottery ticket."

Mother : (cying)
"You and your false dreams. Useless!! I wish I had some money to take our daughter to the clinic. She has had stomach-ache for so long. She's gone to the toilet so many times. May be we have to borrow some money from someone."

Father : (still drunk)
"Nobody gives us any money."

Daughter: (crying loudly)
"Mama, my stomach-ache is getting worse."

(both father & mother rush to her)

Mother : "What shall we do to help our daughter? (still crying)
Oh! My poor child, how can I help you?" (dog barking, the teacher enters)

Teacher : "Good evening."

Mother : "Good evening, teacher."

Teacher : "What happened to Noi? She did not come to school for many days."

Mother : "She has been sick for many days. She has stomach-ache and diarrhea."
(Teacher comes to look at the daughter and is startled!)

Teacher : "She is very sick, you have to take her to the hospital."

Mother : "But I have no money." (cyring)

Teacher : "We will talk about that later. I'll help you. We need a car. Why don't we go to ask Mr. Dang to lend his van."
(The mother comes out. All of them get into car to take Noi to the Hospital.)

Scenery 4: In the School (Non-Formal class)

More Income

Teacher : (The teacher is teaching arithmetic.)
"One basket will cost ten Baht. If I buy three baskets, how much do I pay for them?"

Student 1: "Ten Baht."

Basket : "No"

Student 2: "Twenty Baht."

Basket : "No"

Student 2: "Thirty Baht."

Basket : "Yes, 10+10+10 is 30."

Teacher : "Very good. You can count very well."
(The family - father, mother and daughter enter into the classroom)

Teacher : "How are you, Noi?"

Noi : "I'am very well. Thank you."

Mother : "We are here to thank you for what you have done." (They give some fruits to the teacher.)
(The teacher looks at the basket.)

Teacher : "Oh! Thank you very much. It's a very nice basket."

Mother : "Thank you very much. This basket we bought in Pattaya."

Teacher : "Oh! You don't have to buy. It is very easy to make one. Why don't you make it and you can earn some money?"

Mother : "I don't know how to make it."

Teacher : "I can teach you how to make it. Next Sunday we'll gather here, and I'll teach you how to make the basket. If we can make a lot we can sell."

Student 1 & 2 : "Can we join the class, too?"

Teacher : "Yes, you can bring some of your friends, too."

Mother : "Good-bye teacher. See you next Sunday."

Scenery 5: Under the mango tree

Wonderful Basket

Mother &: Neighbours (sing a wonderful basket song while making basket)
"We are happy to work together. We have more skills, more income. We have good health. We are happy.
(Chorus)
- Wonderfull basket, wonderful basket
I can help my family
We can help our family -
(enters the women co-operative van)

Co-operative Marketing Manager : "Good morning, your baskets are very good. I have come to buy more baskets today."
(Chorus)
- Wonderful basket, wonderful basket -

Mother : "We have good health" (destroys the word "**Sickness**")

Neighbours: "We have more income." (destroys the word "**No Money**")
(Chorus)
- Wonderful Basket, wonderful basket
Thanks to our co-operative -

Mother : "Now I have money. I can buy my land."
(destroys the word "**Landless**")

Father : "Look I've got a new book from the NFE Department. Now I can learn many skills"

c) Poster

A poster was prepared as part of the pre-education activity titled "Are you worrying?" Is there nothing to do?" and showing three women. One carrying baskets, the other a basket of chicken eggs and the third with a cow in front of her.

The slogan below the diagram reads "Women Bring Prosperity."

Questionnaire for Puppet Show

1) What are the characters in the show?
_____
_____
_____
_____

2) Which is the most interesting scene? Why?
_____
_____
_____

3) Which one of the scenes you dislike? Why?
_____
_____
_____

4) What is the content of the show? (Ask the audience to relate the story.)
_____
_____
_____

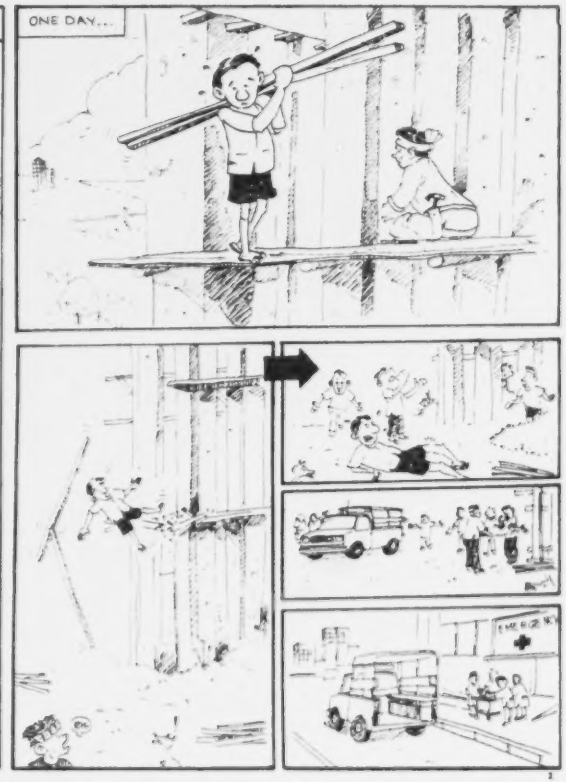
5) Is the story related to your life?
_____
_____

6) What is the lesson that you have learnt from this show?
_____

7) Would you like to see another puppet show in future?
Why?
_____
If Yes _____
If No _____

LEARN TO FIGHT POVERTY
WOMEN'S EFFORT IS THE KEY TO BETTER LIFE

PATTAYA CITY OFFERS MANY JOB OPPORTUNITIES FOR VILLAGE PEOPLE.


ONE DAY...

WHAT ? SOMEONE HAS MET AN ACCIDENT. WHO?
CHAMPA HAD AN ACCIDENT ?
OH! IT HURTS.
CAREFUL!

THAT NIGHT...
...WHAT SHALL I DO !
WHY DOES IT HAVE TO BE ME ?
MAMA I NEED MORE FOOD.
POOR MANEE SKY HAS FALLEN ON HER, WORRYING HOW TO FEED THE FAMILY TOM RROW.

POOR CHAMPA!
HE WON'T BE ABLE TO GO TO WORK NOW.

IN THE NEIGHBOURHOOD...
I FEEL SO SORRY FOR MANEE.
HER CHILD IS SICK AND HER HUSBAND WILL NOT BE ABLE TO WORK, I DON'T KNOW HOW SHE WILL MANAGE.
MAYBE WE SHOULD DO SOMETHING TO HELP HER.

...AS HE REACHES HOME...
?? ?! !

I HAVE SOME RICE, I'LL GIVE HER..
AND I HAVE SALTED FISH.

BUT HOW LONG CAN WE SUPPORT. I HEARD IT WILL TAKE CHAMPA A MONTH TO GET WELL BEFORE HE GOES BACK TO WORK.
BUT STILL WE MUST DO SOMETHING..

THE FOLLOWING MORNING...
GOOD MORNING, MANEE. WE HAVE COME TO SEE YOU.
IT IS SO NICE OF YOU THANK YOU VERY MUCH.

AFTER A COUPLE OF DAYS MANEE COUNTS THEIR LAST MONEY SEVERAL TIMES...
MAMA I'M HUNGRY.
WHY DON'T YOU GO TO THE SHOP AND BORROW.

WE OWE THEM A LOT ALREADY.

AND..
BUT WE CAN NOT LET THE CHILD STARVE, WE WILL PAY HIM BACK LATER.

5

HOW'S YOUR HUSBAND MANEE?
FEELING BETTER THE SWELLING IS STILL THERE.

I WONDER IF SHE WILL GIVE THE RICE ON CREDIT. I ALREADY OWE HER SO MUCH.
AS THE CUSTOMER MOVES AWAY SHE REQUESTS FOR CREDIT.

MANEE YOU'RE ALWAYS BORROWING. THIS WILL BE YOUR LAST TIME.

I DON'T KNOW WHAT TO DO. MY HUSBAND CAN'T WORK AT THE MOMENT..

6

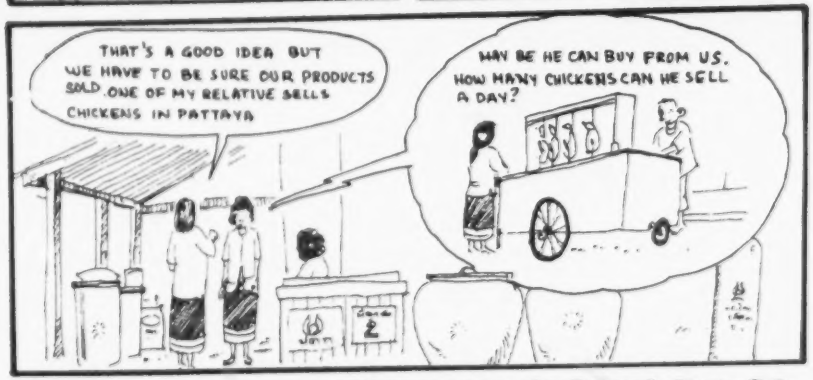
I FEEL SO SORRY FOR MANEE.
I KNOW WHAT YOU MEAN.
WE CAN'T GROW OUR OWN FOOD BECAUSE THE LAND IS NOT OURS

SO WHAT CAN WE DO

HOW ABOUT LOCAL CHICKEN RAISING

AREN'T THERE OTHER WAYS WE CAN HELP OURSELVES. WE SEEM TO BORROW ALL THE TIME.

WE BORROW FOR SCHOOL FEES, MEDICINES AND...


THAT'S A GOOD IDEA BUT WE HAVE TO BE SURE OUR PRODUCTS SOLD. ONE OF MY RELATIVE SELLS CHICKENS IN PATTAYA
MAY BE HE CAN BUY FROM US. HOW MANY CHICKENS CAN HE SELL A DAY?

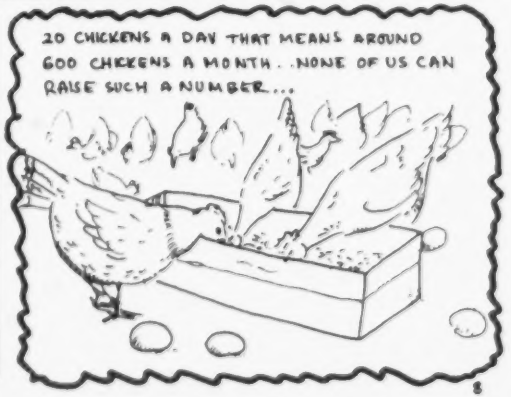
BORROW! BORROW! BORROW! ARE THERE NO ALTERNATIVES.

WE'VE TRIED REMEMBER? THE BASKET WE MADE.

YES, BUT THEY WERE NOT GOOD ENOUGH FOR SELLING.

7

.. ABOUT 20 TO 25 CHICKENS..


20 CHICKENS A DAY THAT MEANS AROUND 600 CHICKENS A MONTH. .NONE OF US CAN RAISE SUCH A NUMBER...

8

WHY NOT? IF WE WORK TOGETHER WE CAN DO IT
HOW?
EACH OF US CAN BUY A FEW CHICKENS AND RAISE THEM TOGETHER.
OH! WE DECIDED TO RAISE THE CHICKENS TOGETHER BUT WE NEED INFORMATION...
THAT'S A GOOD THOUGHT BUT I MYSELF DON'T KNOW THE TECHNICAL ASPECTS. I WILL INVITE THE AGRICULTURIST FROM THE SUB-DISTRICT.
WHERE WILL WE RAISE THEM?
MAYBE WE CAN ASK URAI SHE HAS SPACE BEHIND HER HOUSE. I COULD ASK HER THIS AFTERNOON
THANK YOU VERY MUCH. WE'LL CALL THE INTERESTED WOMEN TO JOIN THE MEETING. WHEN WE HAVE ORGANISED OURSELVES WE WILL LET YOU KNOW.
AFTER THE DISCUSSION WITH THE TEACHER URAI GOES TO SEE MANEE
OH! HERE COMES THE TEACHER
MAY BE SHE WILL BE ABLE TO HELP US...
HELP? WHAT KIND OF HELP?
URAI EXPLAINS THE PLAN AND ASKS CHAMPA IF HE AGREES.
THE TEACHER HAS AGREED TO HELP US. WE'LL HAVE A MEETING ON INCOME GENERATING ACTIVITIES THIS WILL HELP US WITH OUR BASIC NEEDS
THAT IS VERY GENEROUS OF YOU TO INVOLVE MANEE. I THINK ITS A GREAT IDEA.
9
10

A FEW DAYS LATER AT BANRAI, URAI WITH THE HELP OF THE NON-FORMAL TEACHER ORGANISED A WOMEN'S GROUP..

I'M GLAD YOU'VE ORGANISED YOURSELVES TO DO SOME INCOME GENERATING ACTIVITIES. THERE ARE MANY, HOWEVER I'LL EXPLAIN ABOUT CHICKEN RAISING AS YOUR TEACHER REQUEST..

BUT I HEARD THAT SOMETIMES CHICKEN DIE AND WE CAN NOT TAKE THE RISK

THAT'S TRUE. THAT'S WHY WE'VE TO BE VERY CAREFUL IN EVERY STEP WHICH I WILL EXPLAIN NOW

THE MOST IMPORTANT THING IS THE CHICKEN HOUSE. IT SHOULD HAVE GOOD VENTILATION AND SUN LIGHT

CLEAN IT AT LEAST ONCE A DAY...

..FEED WITH CLEAN WATER.. PROPER FOOD..

DON'T HESITATE TO VISIT THE VET. IF THE CHICKENS ACT ABNORMALLY

11

MANEE WITH THE HELP OF THE COMMUNITY WOMEN BUILT A CHICKEN HOUSE AS THE AGRI ULTURIST DESCRIBED.

WITH THE GROUP CO-OPERATION THEY BROUGHT AROUN 100 CHICKENS. MANEE WORKED VERY HARD AND FOLLOWED THE INSTRUCTIONS CAREFULLY

DAYS PASS, MANEE KEEPS ON WORKING VERY HARD. HER HUSBAND FEEL BETTER DAY BY DAY

CHAMPA WILL YOU PLEASE WATCH THE BABY? I'M GOING TO URAI

AFTER COUPLE OF MONTHS THEIR EFFORTS BECOMES A REALITY AND RAYS OF HOPE START TO ENTER THEIR LIVES

LOOK WE HAVE EARND SOME MONY BY SELLING THE CHICKENS

REALLY

WE SHOULD THANK THE CO-OPERATIVE. FOR THIS RESULTS MAY BE FROM THE NEXT I'LL BE ALSO ABLE TO WORK

AFINALLY AFTER A WEEK CHAMPA IS ABLE TO GO TO WORK

SO YOU'RE BACK TO YOUR TWO FEET

MORE THAN TWO WITH MANEE'S INCOME WE'RE ON FOUR LEGS

WOMEN'S EFFORTS BRINGS HAPPY FAMILIES. HOW ABOUT YOU?

12

Guide for Utilization (Group C - Cartoon Booklet)

Title : Learn to Fight Poverty

Sub-Title : Women's Effort Is the Key to Better Life

Objective : To enable women to acquire knowledge, skills, attitude to improve their quality of life.

Target Audience:

1. Neo-literate women
2. Potential women leaders

Duration: 30 minutes

Venue : Any available shelter

How to use:

1. Teacher explains the importance of cartoons.
2. Teacher distributes copies of booklet to learners.
3. Teacher leads out discussion on the contents of the booklet.
4. Teacher divides the class into small sub-groups for discussion with woman leader.
5. Teacher stimulates the learners to think of alternatives to solve their problems.
6. Teacher encourages learners to read other booklets containing information on raising chickens and mushroom growing for additional income.

Questionnaire for Cartoon Booklet Programme

Criteria for Evaluating Cartoon Booklet

Note:
1. Evaluator asks target audience to go over the whole booklet.
2. Then evaluator interviews each target audience page by page.
3. If target audience cannot understand the question, evaluation simplifies further the question.

1. Title

Does it make you want to learn more about it?

☐ Yes
☐ If No, why _____
☐ Not sure, Remark _____

2. Cover

2.1 Does the cover make you want to read the booklet?

☐ Yes
☐ No, why _____
☐ Not sure _____

2.2 Is the cover too good, good enough or not good enough for the booklet?

☐ Too good
☐ Good enough
☐ Not good enough, why _____

3. Picture

3.1 Did you read cartoons before?

☐ Yes ☐ No, why not _____

3.2 Are they clear enough?

☐ Yes
☐ If no, which one Page___ Picture No.___
Page___ Picture No.___
Page___ Picture No.___
Page___ Picture No.___

4. Text - Did it use?_____

4.1 Simple enough vocabulary?

☐ Yes
☐ No, which page _____
☐ Not sure

4.2 Easy sentences?

☐ Yes
☐ No, which one? page _____
☐ Not sure

4.3 Do the persons in the booklet speak like you, your friends, teachers, and children?

☐ Yes
☐ No, why _____
☐ Not sure

5. Content

5.1 Could the story happen in your village?

☐ Yes
☐ No, why _____
☐ Not sure

5.2 Which part of the story could happen in your village?

☐ accident ☐ raising chickens
☐ organizing together ☐ poverty

5.3 Do you want to read the story again?

☐ Yes, why _____
☐ No, why _____

5.4 Do you want somebody to read the story?

☐ Yes, who ☐ housband ☐ neighbour
☐ child ☐ who else

5.5 Do you want to read more booklets like this?

☐ Yes, why _____
How often? ☐ once a day
☐ once a week
☐ once a month
☐ twice a year
☐ others
☐ No, why _____

3. Field Testing

(1) Preparation for Field Testing

The group prepared questionnaires as a guide to evaluating the puppet show on the cartoon booklet.

(2) Procedure

In the presentation:

a) Pre-education Activity

To set the mood of the audience in participating in the programme, a song was introduced.

Later the poster was presented as motivation to the puppet show.

b) Puppet show

Field Testing Result: Puppetry Show

Before the actual performance started, the facilitator/narrator motivates the audience in order to prepare them for the learning process.

The puppet show was of 30 minutes duration. There were 20 villagers (18 women, 2 men), 40 school children and not to forget our 5 special guests of the day who had been working patiently for the last two hours.

An evaluation was carried out by means of observation and interview (using questionnaire).

Assessment of the field testing

The audience responded enthusiastically and at certain point became hilarious throughout the show. They roared with excitement each time a character was introduced.

- in particular, the audience remembered the characters well.
- they were able to understand the message and were able to relate that to their lives.
- they preferred actions more compared to dialogues/conversation
- the overall evaluation stated as well:

1. A puppet show must reflect realistic actual situation of the people, but at the same time it has to be humorous and with more actions.

2. Actions should be carefully planned to convey the intended message clearly and to avoid misunderstanding.

Suggestions for improvement

a) Performance

- more actions should be planned for each scene especially for the last scene.

b) Dialogues must be clear to avoid misunderstandings.

c) Narration should be planned to link the scenes.

d) Some educational messages should be included in the dialogue.

e) Before selecting any presentation technique, it is important to have prior knowledge of the audience literacy level.

(3) Post-education Activity

The puppet show ended with an introduction to the Cartoon Booklet. The facilitator followed the guide for utilization of the Cartoon Booklet.

Field-testing and Evaluation of Performance

Poster, Puppet and Cartoons

The 3 formats were very relevant to the participant's current situation. All villagers could identify themselves in the proposed situations and really felt living the personal but also collective stories.

- The context was clearly understood. Villagers agreed with the problems raised but the solution suggested did not reach them deeply -

Recall Poster

Are you worryding?
Is there nothing to do?

Women bring prosperity

Recall Cartoon - Learn to fight poverty -

- "Women effort is the key to better life" -

Most of participants agreed with the message. There is a need to fight poverty/to be less dependent but did not catch the second message

- "Organize yourselves" -

Data: Puppet show questionnaire

- more than 80% of the answers are related to the need for increasing income.

Cartoon

- more than 66% are related to income generating activities.

Then after the performance, most of the villagers were ready to increase their incomes (60%) but were thinking to implement this project with their traditional support.

Then, it is first among their families and relatives that they expect support - *Government support and/or women committee are not expected to be really useful at that stage -

Then, to conclude our folk media has been very efficient but we reach half of our objectives. This is understood has a too dense and ambitious performance. Sequences of this performance along the time (1 month between 2 sequences) should have been better.

Nevertheless, a very strong demand was expressed for a coming back.

* 100% of the people would like to read the cartoon again.

- 100% would like somebody else to read it. So we raise awareness in this community but the women are not ready to join together to solve their problem.

CHAPTER II

Paper Presentation for the Workshop

1. Resource Person's paper
2. Unesco report
3. ACCU report
4. Country report

Resource Person's Paper

How to Develop and Utilize Literacy Materials for Women

Varsha Das

Literacy for women is as important as it is for men, but the process of achieving this goal contains certain features which need the special attention of those involved in the preparation of literacy materials for women.

In most conventional societies men are considered main pillars of the house, but women's responsibilities are far greater in domestic processes and caring services. Health and happiness of the family depend upon the awareness of the woman towards her responsibilities. Ironically enough, society firmly believes that a good woman is the one who serves others: This role of hers has been the cause of her fetters and subjugation. It gets defined as soon as she is able to stand straight on her feet:

Women need social liberation. But liberation within themselves is more important than liberation from environmental restraints. The latter can be achieved as a natural consequence of the former, but not vice versa. Their positive participation in bringing about a change, in developing new awareness can lead to their liberation.

The most feasible and effective method for generating awareness is dialogue. Dialogue is not a mere exchange of information. It is a discussion on the platform of equality, concern and compassion, leading to the identification of the root cause of the problem, its analys is from various angles and finally the action for eradicating the source of the problem.

Dialogue does not have a giver-receiver relationship. The process of raising the level of concern through constant pursuit of study, appreciation and understanding leads to sublimation. This is the most natural way of gaining each-other's confidence and creating a congenial environment for further steps towards the desired change.

I would like to quote here one of the Buddhist legends known as "The Allegory of the Poison Arrow."

Long ago ancient Indian philosophers debated methaphysical questions like "Is the universe finite or infinite?" What is the substance of the soul?" Shakyamuni Buddha did not join these debates. He coped with the sufferings of life, instead. One of his disciples, who did not like that, asked the master as to why he did not participate in the debate. Shakyamuni replied:

"Suppose a man has a poison arrow in his body. A doctor is sent for immediately. But what happens if you make the doctor wait while you find out "Who shot it?" "What kind of bow was used?" "What is the arrow made of?" The wounded man would die before all these questions could be answered. The important thing is to get the arrow out immediately. The same is true of what is going on now. No amount of abstract discussion will solve the sufferings of life. What is most important is to find out where the suffering is and how to get rid of it."

I find this legend totally applicable to the present day problems of eradicating illiteracy, poverty and ignorance in our own enlarged family in the world. We too need to identify problems and their solutions based on clarity of action. This process specifies various steps which are required for developing literacy materials for women. Let us take them one by one.

A tentative sequence of steps could be as follows:

a) Identification of target group;
b) Identification of problems;
c) Selection of a suitable medium;
d) Development of theme/content;
e) Preparation of audio-visual literacy materials;
f) Feild-testing and evaluation.

a) We have already identified our target group, which is women. Women learn through their feelings while experiencing new dimensions in life. Those who have lived as if in the nether worlds, are resigned to their unfortunate fate, having reached a state where they refuse to reject archaic myths and rituals, needing to be tacked at the emotional level, unlike men.

b) Women do not have the opportunity to exercise their choice within available options. The discrimination begins even at the foetal stage. In education and nutrition a boy child gets priority. When the boy starts going to school, odd chores done by the boy are also done by the girl, besides many others which have become her responsibility. Apart from these generalized problems of discrimination in various spheres of life resulting in drudgery, exploitation, oppression, etc., there are some specific problems of place, community, profession and so on. Identification of these problems is possible only through a dialogue as mentioned earlier. The dialogue also helps in finding solutions to the problems.

c) Selection of a suitable medium requires careful study of the socio-economic profile of the target group. We have to see the extent of their

exposure to electronic media. If the community is using it freely then they are already trained to react to the programmes presented in this medium. But if the village is backward, has no electricity, the majority of the population is deprived of the basic necessities of life, then the electronic media is certainly not effective because, firstly, they do not have an opportunity to view programmes on them; secondly, they are too tired to drag themselves to the community centre to watch television or films, etc. and thirdly, the medium itself fascinates them in such a way that the message remains unregistered. In such circumstances, it would be better to select a medium from their own culture or create a kind of programme in which they can also participate. In a country like India, where haves and have nots live in juxtaposition, where a tradition bound society is trying to superficially imitate a so called liberated class in the community, a multi media approach has been most suitable for conveying the message.

d) The theme of the programme required skillful handling. After having identified the problem it has to be woven in such a way that the viewer is not at the receiving end but can identify herself with the characters of the programmes. On the other hand, the input of a message in popular folk or mythological tales can also be tried.

e) A successful marriage of the content and the medium leads to a successful programme and the desired results. Electronic media being a one-way flow requires tackling in such a manner that the viewer gets involved in it and no longer remains a passive onlooker. In the case of other folk and traditional media it is important to establish a rapport with the audience during the performance. These media also give an opportunity for live interaction between the performers and viewers. Most of the countries in the Asia-Pacific region have made effective use of traditional and folk media for developing messages.

f) The last stage is the field testing and evaluation of the final programme. This would require a team to observe the viewers' reactions when they are watching the programme. This will have to be followed by the filling up of a questionnaire, on the spot interviews, etc. This can be done either at random or with the help of a selected and controlled group of viewers. Having assimilated all the replies, comments and reactions, it would be possible to judge, to a certain extent, whether the programme will have the desired impact on our audience or not.

The late president Ho Chi Minh of Vietnam had identified certain subject areas for neo-literates which are applicable to all in this category for a long long time to come. They are as follows:

a) The fundamentals of hygiene so that fewer people will fall sick;
b) The fundamentals of science so that they are less superstitious;
c) The four calculations so that they can set their work in order;
d) Our history and geography (briefly in verses or songs) to promote their patriotism; and
e) Morality of the citizenship so that they become good countrymen.

Besides these technical aspects, which are certainly extremely important for developing literacy materials for women, if the producers of such programmes can establish the fact that women are to be treated as a precious human resource, it would create an all time radical change in society. What we need is a broad-minded vision and perspective of women because subordination of half of society would be a big obstacle in the progress of any country or civilization.

Having developed such material the next important step is its proper utilisation. Our learners require real situations which are familiar to them in everyday life. "Women like to visualize literacy programmes as the means of their coming together, of expressing mutual solidarity and the enhancement of self-confidence and self-image." When the presentation of audio-visual literacy materials is linked with this kind of social or cultural activity its impact is certainly greater.

It would be a false presumption on our part to expect radical changes after a single programme. One single viewing is not sufficient for retention in the minds of viewers. Repetition of programmes, reiteration with printed materials, discussion amongst women and other adult education functionaries, all these are necessary to achieve desired results.

The time and place of such performances also play a vital role. Women's involvement and participation in the programme very much depend on these factors. The time and place of programmes will have to be determined case by case. Women should not find these programmes as a burden or extra labour but should look forward to such activities as the means for relaxation and recreation in their monotonous lives.

It is very easy for them to associate printed materials with education but when it is done through any other activity, there is always a risk of missing the point. Certain messages can be given directly and some others in an indirect manner. Whether direct or indirect they always require a discussion which would bring out salient features of the programme and its link with the lives of women is established through it.

Another important aspect of utilization is dissemination of audio-visual materials, maintenance and utilization of hardware-equipment, and last but not least, the instructor or any such motivator who acts as a link between the programmer and the viewer. Her intervention and inter-personal-communication work is an axle around which this whole machinery rotates.

We began our journey in this gamut of literacy communication with a dialogue and discussion and we come to an end where again the need of discussion is emphasized. This shows that person to person interaction is the best medium of communication. It requires the support of various other media to accentuate the message, impart and retain literacy and also make the learning process enjoyable.

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How to Develop Video Literacy Material

Nalinee Sitasuwan

It is known that TV is the cheapest form of entertainment for Thai people. It has become a necessity in almost every home. The purchase of television set receives prior choice for most home owners than a bed or a cupboard. TV goes wherever there is electricity. The video machine which was introduced for home use in this country just a decade ago, became very popular and is widely used in the community. This, of course, is the receiver's side. On the producer's there is high competition for commercial programmes for broadcasting. Even though there is a call for producing educational programmes, only government agencies shoulder this task. Other production houses have to wait for rich companies, institutions or organizations to hire them to produce a programme. There is also a chance for a production house to initiate such a project and sell it to a sponsor. By this practice the chance to produce educational programmes depends on whether any sponsor can be found. Because of the high cost of equipment and the limitation of know-how, video production is not as popular as it should be. Still there is hope for the use of this highly influential mass medium to communicate to the people nationwide or in certain communities. If we put in a lot of thinking and precalculate the script carefully, it will ease out such obstacles as the production cost and make educational programmes feasible.

The script for a literacy video, like all other educational videos, has to be very good in order to be able to communicate to its target audience.

From the scriptwriter's point of view, one factor to make a good script is writing about anything the writer likes or is interested in. The idea may be too subjective, but it works. If the writer does not find it interesting, neither will the audience.

Before going out to collect data and the information we want to write about concerning the target and audience, we should set up about 3 topics. This can help us locate our interest. There is no obligation to use these topics as the themes of our future script. It only serves as a guideline. These topics have to be in the form of complete sentences of questions such as:

1) What should be the mother's first choice: the children, husband or work?

2) A good mother cares about her child's interest.

3) A man yields his heart to a woman who cooks delicious food.

(The culinary housewife is the best kind of wife.)

These topics will state the belief as well as the areas of interest of the writer. The questionnaire and the field observation that we are going to conduct later on have to be prepared following this guideline. However, in field work, we may find out that urgent problems or their interests are not what we expected beforehand. See how it relates to our topic. If there is no connection at all, be ready to change the topic.

The topic has to be in the form of a complete sentence, not a word or phrase, because our idea has to be totally clear before we start writing. It is the premise of our story. The body of the script has three parts: the beginning, the middle and the ending.

Our script should begin where the situation comes to the point that it is most interesting. Something is at stake. Or it can start when someone is going to make a very important decision. The choice will effect one's own life. Beginning the show at a crucial moment will best

get the attention of the audience. If the problem of the main character is one they can share the story will create a feeling of participation.

After determining the beginning we should be ready for the ending. The topic or premise we have can tell us where the story should go. For an educational programme, the ending needs to be the conclusion of the problem. It is the answer to the question we have raised in the script. Normally, we decide on the beginning and ending before doing anything in the middle. It is easier that way.

The middle is the most difficult part. We can do that treatment by dividing the paper into two columns. On the left side, list the situation around which our story develops. On the right side, the meaning of the situation which counts toward the theme of our script. The list has to be done in one sitting to help continuity. After that we can go through it several times, revise and check the consistency of the characters, the cause and effect of the situation and the rhythm and tempo of the plot.

If the script is written in dramatic form, characterization is very important. The writer has to know the characters very well. He has to be able to answer all the questions about his character's:

1) physical status
2) social status
3) mental status

He also has to be able to choose the characters who will have a part in his script. Too many characters make the story confusing. Too few characters may not lead the story to where the writer wants it to be. Differences and contrast of characters make the story more interesting. For a documentary script, character may give way to situations and facts. Its role is to support the facts which are revealed through the sequence of situations.

The situations may either be listed one after another at the time they occur or show the effects before the cause is revealed step by step. It can describe the main point before going into detail or vice versa. Only remember that it has to be in some kind of order, otherwise it will reveal nothing except confusion. Every situation listed in the treatment has to be able to support the theme or the topic we chose at first. The topic itself needs an obligatory scene or situation which will help the audience believe in the topic. In a moral story, we need to see the punishment of the immoral, and the happiness of the moral character in the end. If we want to convince the audience in good nutrition, we have to show them the worst effect that it may cause, and also show how easy it is to escape it.

Finally, we have to think about the rhythm and tempo of the plot. (The list of situations is the plot of the story.) For a dramatic script, the situations that follow one another have to create tension between the characters; between the characters and their environment; the central character and himself. This conflict raises the plot to a climax and then, a resolution. Nowadays the audience is used to the rhythm of the quick cutting and grotesque acting of advertising. Any show that has a quick pace seems to be "modern". Most audiences and production teams expect period drama to have an eerie pace and create the feeling of "seeing from a distance". But this is not the rule. The most important message created by rhythm and tempo is the liveliness of script.

At the treatment stage we link the beginning to the middle and the end. We develop the story until it is ready to be written, then start to write. This is the easiest part. We follow the treatment closely in terms of plot. Elaborate the picture that we have in our imagination. Do not bother with the shot and camera angle or any technical terms. Only clarify the picture you want to see on the screen. Then start to write.

A good script could help lower video production costs. It is our hope that locally-produced video programmes will serve the purpose of communication with neo-literates who can easily understand the medium of action and visual pictures.

How to Develop Materials Using Folk Media such as Puppet

Somsak Kanha

Introduction

Today, the media of the pre-electronic age are variously known as "cultural" or "folk" or "traditional" media. Because they were and are used to express the world-view as well as the values and norms of a group through literacy and theatrical genres using artistic criteria acceptable to that particular group.

Folk of traditional media have familiarity and the stamp of legitimacy. The folk forms embody the people's beliefs, their self-concepts, their perceptions of their relationship, their philosophy of life and their social ethics.

This paper is intended to be a part of a lecture and try to summarize the nature of folk media.

1. The Characteristics of Folk Media

(1) Folk media can provide a relatively concrete learning experience

(2) Folk media is a direct, participative activity, involving enactive learning.

We must decide whether or not the learning experience is appropriate to the experiential background of the student. Neo-literate students appreciate folk media. They are likely to develop greater interest in concrete and enactive learning process. When we use folk media the retaining of new information and ideas are much more than an abstraction.

2. Folk Media Communication Process Analysis

The transfer of information from a source to a receiver is called communication. The principles of communication help us analyze the model of the folk media communication process.

Sender	Transmitteer	Receiver
* Wit * Attitude	* Type of folk media - Shadow Puppet - Wayang Golek - Traditional Dance - Traditional Music - Traditional Drama * Improvisation	* Participation * Active observer

In the past, the folk artists were the senders so the messages came from them. The message depended on their attitude and their world view.

3. Application of Folk Media in Education

(1) Content Replacement

In this application, we have to discuss with the artists the content we want to communicate and let them express the messages using their own techniques. In this way the forms are very interesting but it is very difficult to formulate the student attitude. To select the artists who can get access to the information is important.

(2) Message Treatment

With this application, we treat the message with an awareness of folk media form; dramatics, locality, scenario, characters, and images. The content is often interesting but some times lacks of technique.

(3) As a product or as a process

Nowadays we apply folk media in forms such as:

- Theatre in Education (TIE)
- Drama in Education (DIE)
- Puppetry in Education (PIE)

We must select our approach. As a product it means that the benefit is directed to the audience but as a process the benefit is directed at the participants.

4. Puppetry in Education

Puppetry is a tool of educational experience. Educational planning must relate to the needs, capabilities, special interest/motivation, style of learning, and the communication reality of the students. The essentials of puppetry in educational are based on a student centred philosopy.

The process of puppetry in education:

(1) Planning

a) State objective
b) Check possibility
c) Syllabus design
d) Syllabus making
e) Production planning

(2) Implementation

a) Production:

1) Play script writing
2) Pre and post educational activities design
3) Puppet production
4) Technical production: stage, scenery, puppetry, lighting and sound
5) Rehearsal

b) Instruction:

1) Pre/Educational activity
2) Performance
   - Theatre as a product
   - Theatre as a process
3) Post/Educational activity
   - Debriefing
   - Follow-up activities

(3) Evaluation

a) Planning, production, and instruction
b) Media effectiveness and efficiency
c) Planning and syllabus making
d) Implementation
e) Syllabus effectiveness and efficiency

Analysis and Identification of Problems and Needs of the Villages - by NP Method

Introduction

This is a kind of method for the analysis and identification of needs and problems after a village survey. Through this method, we can easily and practically analyse the village data with active participation of participants. This method of collecting and analysing field data is called 'NP Method". This method has been used in the earlier Regional/National Workshops.

Procedure

The procedure is briefly explained as follows:

(1) Participants are divided into groups of about 10 people in each group.

(2) After coming back from survey and field visit in the village, each group discuss about problems and needs in the village related with various topics freely for about 20/25 minutes, so that they have some idea of the issues to be taken up in order of importance of the issues.

(3) After the discussion, each member in the group writes most crucial problems and needs in small pieces of papers, one person writes down about 10 different items, one item on one piece of paper. About 20 minutes is given for writing. Each item should be written in:

a) simple language and in short sentences;
b) the content should be clear and practical;
c) it should be easily understood by everybody

(4) After all the participants in a group have finished their writing, the pieces of papers are collected and sorted to classify and group them according to their similarity. These pieces of papers with problems and needs are pasted in a big sheet of paper in clusters.

(5) The headings for each category of problems and needs are written down to summarize the points. Through this method, it is possible to identify the problems easily and practically and to relate them into action for solution.

(6) After the identification of problems and needs, the participants could be asked to do similar exercise to suggest the solutions (about 10 items by each person).

Remarks

This method was found very interesting, participatory and practical in earlier workshops. However, it is only a suggested method, there may be other better methods. We must be always flexible, open, and create for more improvement of analysis and identification of problems and needs in the village.

Analyzing data by NP method

Unesco Report

Literacy and Continuing Education for Women

T. M. Sakya
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Asia and the Pacific has 1,377 million literates and 628 million illiterates in 1990. Between 1970 to 1990, both the number of literates and illiterates increased. This phenomenon shows that Primary Education and literacy programmes have been able to achieve their goals, but not enough to provide education for all children, youths and adults. The reasons why the number of illiterates are increasing are (a) the population growth rate is still very high in many developing countries in the Region, and (b) the number of unenrolled children in the primary schools and dropout rates are quite large.

The majority of the unenrolled children in primary schools and dropouts are girls and women. As a result more than 60 percent of illiterates are women. According to Unesco statistics in 1985, there are 418 million female illitrates in Asia and the Pacific as compared to 233 million illiterates who are male. The picture is gloomier when one considers that during the period 1970-1985, when there was a 14 million reduction in the number of male illiterates, the reverse was true in the case of women. That is, over the fifteen year period, there was an increase of 28 million illiterate women.

In some countries, the situation of women's education is improving, but it is very bleak in others. For example, in 1987 the literacy rate in Afghanistan was only 7.8 percent, 22.2 percent in Bangladesh, 25.2 percent in India, 11 percent in Nepal, 18.6 percent in Pakistan and 35.3 percent in Papua New Guinea.

Therefore any attempt towards providing Education for All will have to give priority to girls' and women's education.

It was clearly emphasized at the World Conference on Education for All (Thailand, March 1990) that unless urgent and concerted efforts at all levels are taken to expand women's and girls' access to quality education, Education for All will not be achieved by the year 2000.

The education situation of the other disadvantaged groups is also equally disturbing. Literacy rates among the minority groups, people living in difficult geographical conditions like hilly areas, isolated islands, people in slum areas and people who are subjected to the social and economic discriminations are also very low and their condition is deteriorating rather than improving. The programmes of Education for All can not neglect the educational needs of these people.

Improvement of Literacy Programme

When we talk about programmes for Education for All, many people think about only formal Primary Education. Since the Karachi Plan, considerable efforts have been made by the developing countries in the Region to improve the access, retention and graduation rate of their primary schools. Some countries have achieved satisfactory results, but others could not succeed in reducing their overall illiteracy rates.

The countries which have been successful are those which have promoted and strengthened both their formal and non-formal education programmes together i.e. Primary Education and Literacy Programme as two legs of one person. The countries which did not see the importance of non-formal education could not improve the literacy situation at all.

Particularly for the improvement of girls and women education situation, Non-Formal Education is absolutely necessary. In the rural areas of many countries in Asia and the Pacific, still parents either do not send their daughters to the schools or they withdraw them before completing the primary school cycle. If there is no Literacy Programme to provide basic education to these girls, they remain illiterates. When the girls grow old, they become quite conscious of their deprived conditions. Therefore the majority of students in literacy classes are girls and women in many developing countries.

Asia-Pacific Programme of Education for All (APPEAL) has given equal importance to three inter-related programmes i.e. Eradication of Illiteracy (EOI), Universalization of Primary Education (UPE) and Continuing Education for Development (CED.)

In order to improve and strengthen Literacy and Continuing Education, APPEAL has promoted a number of Regional Programmes to help Member States to enhance their national capabilities.

One of the shortcomings of the earlier Literacy Programme was to treat literacy as a one shot affair and to try to eradicate illiteracy like a disease by means of one vaccination for life. Therefore many attempts to eradicate illiteracy were ad hoc and not well planned. Many countries have launched massive campaign without adequate preparation and they did not succeed due to their inherent weaknesses.

Now many countries have recognized that

literacy is not a temporary and one shot affair, but it is a first step towards life-long education. Therefore it needs well planned curriculum, learning materials, and teacher training systems, so that a Literacy Programme could be developed as one of the sub-systems of Education for All.

APPEAL Training Materials for Literacy Personnel (ATLP)

APPEAL Training Materials for Literacy Personnel (ATLP) is a Regional Programme which is trying to help the Member States to improve their literacy curriculum, learning materials and teacher training system.

ATLP consists of 12 volumes as given below:

Volume No.	Title and Scope
1	Principles of Curriculum Design for Literacy Training
2	Principles of Resource Design for Literacy Training
3	Manual for Senior Administrators of Literacy Training Programme
4	Manual for Supervisors - Resource Development and Training Procedures
5	Exemplar Training Manual - Extra Money for the Family
6	Exemplar Training Manual - Our Forests
7	Exemplar Training Manual - Village Co-operative
8	Exemplar Training Manual - Health Service
9	Specifications for Additional Exemplar Training Manuals
10	Post-literacy Activities and Continuing Education
11	Evaluating a Literacy Training Programme
12	Implementing a Literacy Training Programme

Under ATLP, a Literacy Programme has three levels i.e. I. Basic Level, II. Middle Level and III. Self-Learning Level.

Each level has literacy, numeracy and other communication skills objectives and they are linked with functional skills, knowledge and attitudes.

The ATLP curriculum has considered following criteria:

1. Progressively building literacy skills from easy to difficult levels.
2. Functional contents showing logical development from single concepts to complex concepts.
3. Dealing with topics of immediate concern to the learners and gradually moving toward topics of distant concern.
4. Literacy skills and functional knowledge sequenced in levels of progression defined in terms of specified learning outcomes.
5. A concentrically planned curriculum enabling learners to repeatedly re-examine the main areas of functional content at different levels of understanding using steadily improving literacy skills.
6. Linking functional concepts with the literacy skills at each teaching-learning unit.

The ATLP curriculum is illustrated through the curriculum grid given below:

Curriculum Grid

Levels / Content Areas	Level I (Basic Level) I.1	I.2	I.3	Level II (Middle Level) II.1	II.2	Level III (Self-Learning Level) III
A. Famiy Life	IA.1 1 Family Member Their Roles & Responsi-bilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 7 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B.Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneur-ship
C. Helath	IC.1 3 Food,Water & Nutrition	IC.2 7 Health Famiiy	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Con-scious ness	ID.1 4 Rights and Duties	ID.2 8 Repople's Participation in Develop-ment & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IID.3 24 My Country

APPEAL Training Materials for Literacy Personnel (ATLP) is a joint project of the Member States in the Region. Therefore, ATLP has been adapted by many countries in the Region such as Bangladesh, China, Indonesia, Laos, Malaysia, Nepal, the Philippines, Samoa, Thailand, Tonga and Vietnam.

Six countries i.e. Bangladesh, China, Indonesia, Laos, Thailand and Tonga have translated ATLP in their languages. Other countries are also doing so, and adapting them accordingly.

Under the Unesco/Norway Funds-in-Trust Project, three Sub-Regional Workshops for Training of Literacy Personnel have been conducted in cooperation with the Member States in Thailand (1989), India (1989) and Indonesia (1990). Two more such workshops will be held in 1990 in Bangladesh and Papua New Guinea.

Through the Sub-Regional Workshops about 200 key literacy personnel such as administrators, supervisors and trainers of literacy instructors, have received training on the utilization of ATLP to improve their literacy programme.

As a follow-up to the Sub-Regional Workshops, Bangladesh, China, Indonesia, Laos, Malaysia, Myanmar, Nepal, Philippines, Samoa, Thailand, Tonga and Vietnam have organized about 21 National Training Workshops to train national literacy personnel in their countries. More than 1,000 persons have received training in those National Training Workshops.

From 1991, a new project for the Training of Literacy Personnel will be launched under Unesco/Japanese Funds-in-Trust to strengthen National Training activities.

Realizing the importance of women's literacy programme, APPEAL is giving priority to the training of women's literacy personnel under ATLP and it has launched a separate project "Expansion of Skills-based Literacy Programme for Women and Girls in Asia and the Pacific.

The project is aimed at developing a literacy programme linked to skills development suitable to the needs of girls and women. The project uses the ATLP approach to develop learning materials relevant to women's needs.

Improvement of Continuing Education

As the statistics indicates earlier, there are about 1,337 million literate people (15 years +) in Asia and the Pacific. Out of which about 140 million are going to secondary schools and about 15 million go to tertiary education institutes. That means about 1,182 million literate people are not attending any formal education institutes. They are working as farmers, workers, petty traders and service personnel.

In order to accelerate the pace of development, those people need to be provided with some sort of education opportunity. The developed countries have a vast network of continuing education activities for all their workers, farmers and service personnel. But developing countries have not been able to promote and strengthen continuing education programmes for their people engaged in vital socio-economic sectors. Previously most of the developing countries in Asia and the Pacific are too preoccupied with basic education i.e. Primary Education and literacy programmes. But now many developing countries in Asia and the Pacific are anxious to promote and strengthen their continuing education programmes for its neo-literates and literate population after achieving significant improvement in their literacy situation. Many of them have already launched continuing education programmes. But again the efforts were not as systematic as they should have been.

Therefore Unesco/PROAP is cooperating with Member States to improve continuing education programmes in the Region.

There were series of meetings, seminars and workshops to improve continuing education programmes under APPEAL. As a result "APPEAL Training Materials for Continuing Education" |ATLP-CE| are being developed.

This new programme is an extension of "APPEAL Training Materials for Literacy Personnel" (ATLP) therefore it is called [ATLP-CE].

ATLP-CE will be comprised of the following ten volumes:

1. Continuing Education - New Policies and Directions
2. Developing Post-Literacy Programmes
3. Equivalency Programmes as Components of Continuing Education
4. Income Generating Programmes in continuing Education
5. Continuing Education for Improving Quality of Life
6. The promotion of individual interests through Continuing Education
7. Future Oriented Activities in Continuing Education
8. Learning Centres as Entry Points into Continuing Education
9. Continuing Education Methods
10. Implementing and Evaluating Continuing Education Systems

Volume one is now ready in draft form.

ATLP-CE has categorized Continuing Education into the following six types:

Type 1 Post-literacy Programmes (PLPs)

These aim to maintain and enhance basic literacy, numeracy and problem solving skills, giving individuals sufficient general basic work skills, enabling them to function effectively in their societies.

Type 2 Equivalency Programmes (EPs)

These aim to provide alternative education equivalent to upper-primary education and beyond.

Type 3 Income Generating Programmes (IGPs)

These help participants acquire or upgrade vocational skills and enable them to conduct income-generating activities.

Type 4 Quality of Life Improvement Programmes (QLPs)

These aim to equip the community with those essential attitudes, values, skills and social tools concerning problems and issues affecting society as a whole so as to improve the life-styles and standards of all citizens. The first meeting of the Regional Coordinating Committee of APPEAL suggested that issues such as parenting, population, education, drugs, citizenship, social and cultural awareness and leadership should be addressed by these types of programmes.

Type 5 Individual Interest Promotion Programmes (IIPs)

These provide opportunities for individuals to participate in, and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

Type 6 Future Oriented (FO) Programmes

These give workers, professionals, regional and national community leaders, villagers, businessmen and planners new skills, knowledge and techniques with which to

adapt themselves and their organizations to growing social and technological changes.

In order to promote and improve the Continuing Education Programme, ATLP-CE has advocated the following arrangements:

a) a policy determined at level A, based on national development plans;

b) an effective and efficient care of professionally trained CE personnel at level B;

c) development of a CE network nationally and provincially, with direct local access;

d) a system of local entry points in the form of district level learning resource centres at level C;

e) a broad variety of local providers who are part of the CE network and whose programmes are known to the learning centres. Providers would come from the formal, non-formal and informal education sub-sectors;

f) ready access by all citizens to CE activities at local level, partly through a learning centre and partly by direct contact with a provider.

ATLP-CE provides guidelines for the establishment of such a system and especially on how to train personnel at levels A, B and C.

There are some basic differences between Literacy and Continuing Education Programmes. In the case of a Literacy Programme, governments should assume a major role in arranging literacy programmes for all illiterates. NGOs and other agencies could play some role, but their efforts will not be sufficient to provide literacy for all.

Whereas NGOs and other agencies could play a major role in providing continuing education and the role of the government would then be more supportive rather than operative, governments should help and support NGOs and other agencies by providing continuing education opportunities through curriculum design, training of personnel, research and evaluation.

Since continuing education has to be diverse and flexible according to the needs of the learner's groups in the locality, the curriculum, learning materials and delivery mechanisms have to be decentralized and locally developed. Therefore, ATLP-CE has suggested local curriculum development methods. An experimental activity has been undertaken by the Central Regional Non-Formal Education Centre of Thailand to implement ATLP-CE.

ATLP-CE is still in the development stage and it will take some time to become a final process. Unesco/PROAP is hoping that with the active co-operation of Member States, ATLP-CE could become another Joint Regional Project.

Role of Media in Literacy and Continuing Education

Both ATLP and ATLP-CE are based on a system approach. Teaching-learning is a system consisting of inputs-process-output chains. If the key personnel working in literacy and continuing education can understand the system approach and they are aware of the inputs-process-output of the teaching-learning system, literacy and continuing education could be developed and improved systematically and the literacy and continuing education personnel would be able to arrange their tasks according to the system approach.

When teachers have to use various learning materials such as books, posters, games and audio-visual materials, they should know why these materials are to be used, when they are to be used, how they are to be used, by whom, and for whom. Thus, teachers should be aware of the curriculum and its learning objectives.

Therefore ATLP and ATLP-CE have both emphasized that the curriculum, learning materials, teacher training and evaluation of literacy and continuing education should go together.

Many countries have developed learning materials through various organizations. Literacy and continuing education personnel should examine those materials in the context of the curriculum and use them in a systematic way, so that they would be able to achieve the goals of the programme.

Under the Asian Joint Programme (AJP), ACCU has produced more than 40 types of excellent materials, like booklets, posters, games and audio-visual materials like slide & tape, video and folk media.

Now ACCU is trying to help Member States to produce and utilize audio-visual materials like slide & tape, video and folk media.

There is a great need for such materials for literacy and continuing education.

Literacy and continuing education programmes are criticized as being not interesting and unattractive. At present mass media is invading every aspect of people's lives. Radio, cinema, T.V. and video are everywhere. In contrast to such all-pervasive commercial mass-media, if we try to promote literacy and continuing education through traditional methods known as the "chalk and talk" method, naturally the programme will fail.

Therefore, how to use modern mass media for literacy and continuing education is a great

challenge for all of us.

Let us hope that the "Eighth Regional Workshop on Development of Literacy Follow-up Materials" will begin a programme to develop more mass media materials for the Literacy and Continuing Education Programme.

Communication Problem in Literacy and Continuing Education

There is a great gap between theory and practice in literacy and continuing education.

There are many studies and publications on adult psychology and they explain that adults have a lot of experiences in learning, some are pleasant and some are unpleasant. Therefore they become selective when they have to learn again. They will learn those which are interesting, useful and relevant, and they do not learn those which are uninteresting, useless or irrelevant.

Theories on Adult Education also say that education for adults has to be participatory, experimental, and investigative. Adult Education experts like Paulo Freire, Malcolm Knowles, Ruby Kidds etc., have written many books on how to develop education programmes for adults.

If we look at the real situation in the field of adult education in developing countries in the Region, we will find that literacy and continuing education are planned and managed by a few people without taking note of adult psychology and adult education theory. Teachers and other personnel working in the literacy and continuing education field are low qualified with very little training.

Therefore we must improve the communication system in literacy and continuing education so that theory and practice go together.

As we all know, communication is a two-way process.

We **produce** messages by:		We **consume** (interpret) messages by:
Speaking, singing, playing a musical instrument, and so forth	-----	Listening
Visualizing through making films, photographs, paintings, models, sculptures, drawings (the plastic arts), graphs, cartoons, nonverbal gestures	-----	Observing
Writing or composing	-----	Reading

If somebody speaks or sings and nobody listens, then there is no communication. Similarly, if we produce slides, video etc., people should observe them and use them.

Therefore we must be careful that we should not only produce learning materials, but we should make arrangements so that they are used in the field. After the production of materials, we have to train the teachers, supervisors and other personnel how to use them to achieve the learning objectives.

Problem of Women's Education

There is a big gap between rhetoric and action in the development of women's education. The women's decade and the numbers of international conferences on women have generated many reports, studies and documents on the problem of education among women. They have media number of suggestions to improve the education system for women. Women activists insist that women's education development programmes should be developed by women and with women not for women.

Those documents have listed the following main problems:

1. Negative attitude of fathers/husbands towards women's education.
2. Low awareness among women of their rights.
3. Most women suffer from low self-esteem and self-worth.
4. Too much drudgery at home and no time to attend literacy classes.
5. Stereo-typing i.e. women are seen as housewives, mothers, and followers of men, but not equal to them.

Since women have a low level of education, they are employed in low-wage jobs such as house maids, secondary wage earners, etc.

Women work hard at home and outside, but still their work is not counted as productive labour.

The vicious circle is that women have low education, they earn very little, and they are marginalized by society.

ACCU Report

1. Introduction

The Asian Cultural Centre for Unesco (ACCU) is a non-profit-making organization established in 1971 in Tokyo, Japan by private sectors and full support of the Government of Japan.

ACCU carries out Asian/Pacific regional co-operative programmes in the field of literacy, book development and culture in co-operation with member states in the region and Unesco. In recent years, literacy programmes have come to the most important ones.

2. Contents of ACCU's Literacy Programmes

ACCU literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

(1) Development of materials for neo-literates

(2) Training of experts on development of materials for neo-literates

The participating countries in these programmes are as follows (15 countries):

Bangladesh, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Myammar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

3. Development of Materials for Neo-literates

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life. AJP prototypes are completed through field tests in villages in the region to make them effective ones with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 39 kinds of prototypes have been produced. (See the next list)

Material so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (1981-1990)

Format / Category	Booklet	Poster	Game	Audio-visual media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival -Let's Eat Vegetables-		- A Balanced Diet (rotating piegraph) - Nutrition(card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	8
4. Science	- Use of Gas from Daily Wates - Fish Needs a Lot of Oxygen	- Do You Know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living	- Let's Read - The River a 1 Us - Public Pollution inside Bus	- Building up a Happy Community(sugoroku game) - Let's Repair our Village Road (endless strip) - Good Use of Water (jigsaw) - Women Literacy (box) puzzle)	- Water in Everyday Life (slide kit) - Let's Form a Cooperative (cassette drama/radio programme) - Water in Everyday Life (video)	13
Total	11	13	10	5	39

(2) National versions adapted from AJP prototype materials

The participating countries are expected to produce their national versions from among the AJP prototypes, with giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

More than 80 kinds of such national versions have so far been produced in 15 languages of following 12 countries.

Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance at its request.

4. Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of **Regional** Workshop on Preparation of Literacy Follow-up Materials
- Sending an International Team of Experts of Development of Materials for Neo-Literates to the **National** Workshop in the member states

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 149 experts have been trained in the Regional Workshops

lst Regional Workshop	1983	Japan and the Pnilippines 12 countries, 24 participants
2nd Regional Workshop	1984	Thailand 11 countries, 24 participants
3rd Regional Workshop	1985	Japan 11 countries, 18 participants
4th Regional Workshop	1986	Indonesia 7 countries, 16 participants
5th Regional Workshop	1987	India 10 countries, 18 participants
6th Regional Workshop	1988	Malaysia 13 countries, 22 participants
7th Regional Workshop	1989	Nepal 12 countries, 27 participants
	Total	13 countries 149 participants
8th Regional Workshop	1990	Thailand (October 1990)

(2) Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

To lst National Workshop	1986	Nepal 36 participants
To 2nd National Workship	1986	Indonesia 30 participants
To 3rd National Workshop	1987	China 34 participants
To 4th National Workshop	1988	Vietnam 25 participants
To 5th National Workshop	1989	Pakistan 33 participants
	Total	158 participants
To 6th National Workshop	1990	Malaysia (December 1990)

5. Other programmes

(1) Co-production of the picture book "Guess What I'm Doing!" with Unesco on the occasion of the International Literacy Year

(2) Co-production of "Guidebook for Development and Production of Materials for Neo-Literates"

(3) Production of "Selection from Literacy Materials in Asia and the Pacific"

(4) Awarding of ACCU Prize for Fully Illustrated Literacy Follow-up Materials

First - 1987, Second - 1989

(5) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for All"

Country Report

BHUTAN

The Situation of Audio-visual Materials in Bhutan

Introduction

In today's fast-changing society, numerous and elaborate methods are available to promote literacy for all. These materials would certainly enhance teacher - pupil relationships, too.

Women's education plays a vital role in today's world. Gone are the days when women were apron-tired to domesticity.

Bhutan has made tremendous progress ever since a structured system of formal education began in 1960. Since then, progress has been made in the education system which strives constantly to meet the needs of the Bhutanese people. Today there are 152 Primary Schools, 21 Senior High Schools and 10 High Schools in the country. Monastic schools have always existed from ancient times.

The education system, which took its formal roots only during the 60's, has certainly made commendable progress: However, the introduction of audio visual aids is still a far-off mirage for Bhutan.

Audio-Visual Materials in Bhutan

One of the major steps towards the improvement of the quality of teaching, undertaken by the Department of Education, is the introduction of NAPE (New Approach to Primary Education). This approach entails an active participation of both the pupil and teacher, which results in a closer interaction between the two. Use of visual aids like real objects that are directly related to the lesson brings about effective learning.

Audio visual aids, at present, have not been introduced in our schools. Probable reasons for this are:

(a) the Government is aiming to improve the quality of teachers by giving them training and allowing them self-development in their career.

(b) Bhutan is still in its developing stage prior to the introduction of audio-visual aids on a large-scale.

(c) This lack of trained persons also hinders the introduction of audio-visual materials.

Nevertheless, few of our Institutes and High Schools are enjoying this benefit. Schools can make use of this facility through a special department known as the Development Support Communications Department, who will have educational and documentary films.

Radio Programmes

With the introduction of Radio Programmes in the early 70's Bhutan stepped towards better communications. However, as this unit is still in the process of further development, educational programmes have not been started yet. Nevertheless, a great deal of achievement has been made and its success cannot be undermined.

Folk Media

This media exists in terms of dances which depict different features of Bhutan culture. In schools, too, girls take a keen interest in dance, which is usually shown during National festivals and individual school cultural programmes.

Conclusion

Audio-visual aids contribute tremendously toward the promotion of literacy in a country. Its advantages are great. Though, these aids hardly exist in Bhutan today, the future looks forward to these facilities with much eagerness.

CHINA

The eradication of illiteracy is an important mark for human civilization. But the great number of illiterates, women illiterates included, hinder and endanger the development and survival of every region and nation, thus, eradication of illiteracy is considered to be a most crucial and urgent task for international society. As the literacy campaign is widely pushing its way in the world, the questions of how to consolidate the literacy achievement, and how to improve the quality of neo-literates in science and culture are considered to be important topics that should be seriously dealt with by the international community.

1. **Women Literacy Programmes in Chin**

China has the largest population in the world,

at the same time it is one of the countries which has a considerable number of illiterate people. After the founding of the People's Republic of China in 1949, the Chinese Government paid great attention to literacy work and regarded the development of education, eradication of illiteracy and the advancement of the workers' science and culture level as one of the nation's strategical development priorities.

Besides many other things the Chinese Government has done for eradication of illiteracy, the National People's Congress of the P.R.C. promulgated the LAW OF COMPULSORY EDUCATION OF THE P.R.C. in 1986, and the State Council of the P.R.C. issued the REGULATIONS OF LITERACY PROGRAM in 1988, thus, formulating the compulsory education and literacy work into the legislative track. Through 40 years' hard work, literacy education in China has reached remarkable achievements between 1949-1989 a total of over 165 million people have become literate, averaging 4 million neo-literates each year. The illiteracy rate was 80% of the total population in the early days of the founding of the P.R.C., and decreased to 20.6% in 1987. That of women dropped from over 90% to 38.1% in the same period. Moreover, post literacy education developed quickly: in 1978-1989, spare-time primary school graduates reached 18.56 million, spare-time secondary school graduates 2.12 million and 150 million young adult peasants received various forms of practical skill training. According to statistics, over 30% of the young adult peasants aged 15-40, throughout the country, are junior and/or senior high school graduates: the proportion of neo-literates and primary level peasants is 50%; and that of illiterates and semi-illiterates decreases to below 20%. In short, it may be argued that the Chines history which was backward and full of illiteracy has gone for ever.

However, the literacy programme in China still remains a heavy task for the Chinese people, because of the huge population mentioned above and the imbalance of economic development. A random - sample survey of 1% of the Chinese population carried out in 1987 showed that 220 million people remain illiterate throughout the country. Ninety-two percent of the total illiterates inhabit the rural areas and seventy percent are women. This illustrates that the focus of literacy education lies in the rural areas and the target group is mainly women in the countryside.

For the last several years there emerged many advanced units and prominent figures in organizing women's literacy and post-literacy education. For example, Henan Province of China has actively promoted women's participation in literacy and skill learning. And since 1985, over 3.10 million women in Henan Province participated in the above learning, and won the 1987 INTERNATIONAL NOMA LITERACY PRIZE.

And it was Henan Province again in 1987 which carried out of a movement for further raising the women's quality, i.e. the Women's Quality Improving Year (WQIY), 1987, which drove home the significance and consequences of literacy and post-literacy to everybody. Since last winter, Henan Province has organized over half a million women to participate in the literacy and post literacy programmes.

For the purpose of preparing and meeting the International Literacy Year (ILY), 1990, the idea of literacy education has been made known to every household throughout China by means of T.V. broadcasts, seminars and reports, newspapers and magazines, propaganda teams in towns and countryside, and by post and slogans etc. And for further propaganda regarding the significance of International Literacy Year, the All-China Women's Feueration set up the 1990 Women's Literacy Prize (WLP), and cited 30 advanced units and 100 advanced individuals for their distringuished service in women's literacy.

2. The Compilation of Post-Literacy Training Materials for Women in China

As everybody knows that a large proportion of the land in China is rural with imbalanced economic development, different natural conditions and different customs of various nationalities, the compilation of literacy and post-literacy training materials constitutes the main responsibility of the provincial, autonomous regional authorities and the municipalities directy under the Central Government. The State Education Commission, based on more advanced foreign experience, and in accordance with the actual conditions in China are responsible for organizing experts to write and compile the regional demonstrative training materials while the grass-roots take the responsibility of supplementing local training materials.

It is necessary indeed to discuss and study how to write and compile the literacy and post-literacy training materials suitable for women to learn. In the last few years, the literacy and post-literacy training materials for women in China have a tendency to diversify. According to the actual needs, the provinces of Funan, Henan, Lianing, Jilin and Jiangsu, etc. have compiled and published various kinds of literacy and post-literacy training materials for women. For example, Jilin Province has made a sort of literacy playing card game, by which women may recognize and memorize many Chinese characters while playing. Some local authorities have produced literacy slides with narration, the contents of which are most suitable for literacy education. The literacy playing cards and literacy slides with narration have been well received by peasants, and especially valued by women learners. Concerned professional departments and some provinces in China have explored audio-visual literacy materials. The professional departments of agriculture have made many sound tapes and video tapes on rural practical skills and techniques.

Gansu Province has made video tapes for literacy on raising rabbits. The State Education Commission (SEDC) held a national meeting on literacy in Beijing, August 1990, and exhibited and evaluated the literacy and post-literacy training materials written and compiled by various organizations throughout the country. All kinds of literacy training materials for women were highly praised. These are traditional literacy training materials in nature.

However, traditional literacy training materials possess some advantages as well as disadvantages. As regard to the disadvantages, these include the fact that only one copy can be used by one person, and it is troublesome to take them back and forth. Regarding teaching by using traditional literacy training materials, the target groups have to be organized in classes. That is to say the teacher and students must sit face to face. And it is difficult to find enough teachers for the widely scattered illiterates and neo-literates in the countryside, thus hindering the literacy speed.

In order to speed up and raise the quality of literacy and post-literacy education, it is desirable to adopt the newly emerged electronic audio-visual literacy materials for peasants in China, especially for women in rural areas. According to studies, people can memorize 15% of what he or she learned from hearing, and 25% from vision, but 65% from audio-visual aids.

The audio-visual aids for literacy and post-literacy education are easy for learners to lean and memorize, and they can be used without the limitations of time, space and the shortage of teachers, and therefore facilitates the literacy and post-literacy campaign in the countryside. So the audio-visual literacy and post-literacy materials are well received by the Chinese peasants, especially by the female peasants. A considerable number of adult schools in China's rural areas are already equipped with audio and video recording machines for audio-visual literacy materials, creating the conditions for developing audio-visual literacy and post-literacy for women in China.

For the purpose of gearing up literacy education in China by means of audio-visual materials and literacy texts, China Education T.V. (CETV) Station has been preparing a Literacy T.V. serial in Chinese (LTVSC). The guiding principles for preparing the LTVSC are as follows:

a) Target group --- adults aged 15-45 in rural areas, including women.

b) Literacy goal --- total Chinese characters to be learned is about 1800-2500. But at least 1500 Chinese characters must be mastered by learners who finally acquire the skill of 3Rs, reaching the literacy standard in China.

c) Contents of LTVSC --- including a basic knowledge of Chinese language, knowledge for daily life, safety regulations, health care, elementary knowledge of laws, agricultural science and techniques, etc.

d) Technical aspects of LTVSC --- for the sake of practical usage, preference and for the convenience of teaching, each part of the serial has teachers and learners for demonstration purposes. In addition to that, the scenarios, images and data used in each part of the serial should be as realistic as possible and should be familiar to the learners. The theme of each part must be made clear by making full use of animation special effects on T.V. And the narration used in every part of the serial is the standard PUTONGHUA.

e) Present status of LTVSC --- this serial is now on film and is in the post production. We shall try our best to make it as perfect as possible. And then it will be delivered to the countryside. This is a worthy trial for combining audio-visual literacy materials for peasants, and for women in particular, with other forms of literacy materials.

3. Follow-up Activities

After this regional workshop, in collaboration with the Chinese National Commission for Unesco, we shall carry out the follow-up activities as follows.

a) A national workshop of the training personnel who are responsible for the preparation of audio-visual materials for women will be held at a proper opportunity. At the future workshop we will transfer the objectives of this workshop and introduce the experiences drawn from every participant here to the future participants. Doing this will surely improve the professionalism of participants.

b) Some provinces in China were asked to develop audio-visual literacy materials for women for demonstration purposes, which are characterized by local features.

c) On a proper occasion and exhibition on audio-visual literacy materials for women will be held for further exchange of experiences and for improvement of the quality of audio-visual literacy materials for women.

Eight regional workshops on post-literacy training materials have been financed and organized by the ACCU and Unesco/PROAP since 1983. These workshops have given great impulse to the development of literacy and post-literacy training materials in China. The Chinese participants highly appreciate the contribution of the ACCU and Unesco/PROAP to literacy and post-literacy education, and will be always ready to co-operate with the two organizations and others.

With the support and co-operation of the Chinese National Commission for Unesco, Chinese participants have appeared in everyd regional workshop of the ACCU and Unesco/PROAP and has successfully held three national workshops on training materials for literacy personnel, respectively in Luoyang City of Henan Province, Fuzhou City of Fujian Province, Tongling City of Anhui Province. The participants of the above workshops studied the Guide for Development of Post-Literacy Materials published by the ACCU, and had their professional level raised. The concerned departments in China respectively took part in the three prize award activities for Literacy and Post-Literacy Training Materials, organized by the ACCU, and the training materials developed in China received a prize. Six types of AJP demonstrative materials recommended by the ACCU were translated into Chinese and published. So were the other three types of AJP materials lately employed by the Education Commission of Sinchuan Province. According to the project contract with Unesco, the book, LITERACY AND POST-LITERACY MATERIALS FOR WOMEN IN RURAL AREAS has been newly edited and published by Funan province, and 100,000 copies of the book have been distributed.

The year 1990 is International Literacy Year (ILY). About 10 departments and mass organizations in China have collectively set up the NATIONAL GROUP FOR GUIDING AND COORDINATING LITERACY PROGRAMMES (NGGCLP), which will mobilize every aspect of the social force to support and participate in literacy education. This year, China has 7.159 million people organized for literacy education and neo-literates reached 4.29 million. On September 8, 1990, International Literacy Day, Xiping county of Henan Province, China, was honoured the NADEZHDA K. KRUPSKAYA INTERNATIONAL PRIZE by Unesco. This shows that literacy education in China is progressing a step further.

The development of audio-visual literacy and post-literacy materials for women in rural areas has been enlisted in the work plan of each literacy organization in China. We are perfectly sure that this regional workshop will push the development of China's audio-visual literacy materials for women a step further.

INDIA (Summary)

All forms of audio-visual media are currently in use in India. Literacy skills, and social issues are woven into the materials presented. Literacy workers have been particularly successful in working with the people. A recent literacy campaign was actually conducted on a door-to-door basis, and a study of the present status of women was also employed. There are numerous literacy centres which continue to promote the cause of literacy for all people.

IDONESIA

I am sure we know already that Indonesia is an archipelago consisting of 17,000 island of which nearly half are inhabited. Indonesia also has more than 300 ethnic groups and about 365 local languages co-existing here, although the national language (Bahasa Indonesia) is spoken every where.

In Indonesia education should be more decentralized. It means that in each province, even better in every district, there should be more autonomy in education, especially in planning, implementing, supervising and evaluating out-of-school educational activities.

Why? Because the best audio-visual literacy materials for women in rural areas should be based on habit, custom, and culture of each ethnic group.

Good audio-visual literacy materials for women depend on the functions of women in their family, which among ethnic groups in Indonesia is often different.

(1) A woman or wife in some ethnic groups has her own function in the family. Her main function is just to entertain or to make life enjoyable for her husband and child. Cooking, taking care of her house and her homeyard, washing clothes and taking care of her child are duties given to a helper. Most of their helpers are women also.

(2) In the other ethnic groups the function of a woman or wife in a poor family is to help her husband in earning additional income, besides taking care of her children, cleaning her house and homeyard, cooking, washing etc.

In the afternoon women are allowed to go out, entering courses or attending Women's Organization activities or to be a member of a learning group.

(3) But there is an ethnic group where the task of women or wives is just to stay at home. They are not allowed to go out and get together with the other women to learn something they like. This fanatical culture mostly comes from very traditional customs, strong and old religions. Even

though they still have job in cleaning the house inside; cooking, and washing are also done inside their house.

Ethnic groups in Java island are mostly Javanese, Sundanese and Maduranese. Most of them (almost all) belong to type number 2. Our Jayagiri Centre has developed and produced some materials for women in those ethnic groups. These are 4 (four) slide programmes without tape, and some posters which are distributed to 75 (seventy five) Learning Centres in Java island.

The process of how to develop the materials as I have shown, followed the process stated in "Guide Book for Development and Production of Materials for Neo-Literates" and our experiences.

There are 13 steps at least.

Step 1 Community study to identify the function of wives and tasks of women. We should know firstly what ethnic group exist particulary wives of poor families in rural areas. Ask leaders of women organizations and some common women. Observe the village situation. Analyze the results by using the NP method.

Step 2 Select the priority of problems and needs that can be solved by audio-visual learning materials.

Step 3 Determine which format of materials will be used. It can be in form of booklet, folder, poster, photonovella, film, video-tape, slide. It depends on the scope of content whether it is short or long.

Step 4 Select theme or topic based on Step 2.

Step 5 Collect content resources relevant to the selected theme (Step 4) whether books or resource persons.

Step 6 Script preparation or draft writing.

Step 7 Start to design the learning materials.

Step 8 For printed materials, select good illustrator and illustrate the draft.

Step 9 Field testing of the materials (picture, text, colour, clearness and usefulness).

Step 10 Analyze findings from field testing. 50% or more is all right, less than 50% needs revision.

Step 11 Revision

Step 12 Mass production

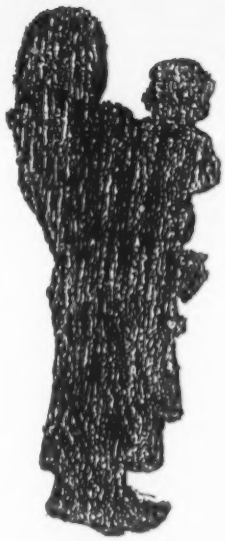
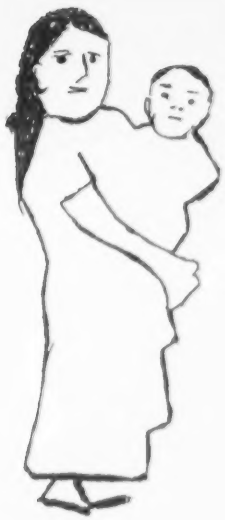
Step 13 Distribution

Regarding the pictures used in printed materials.

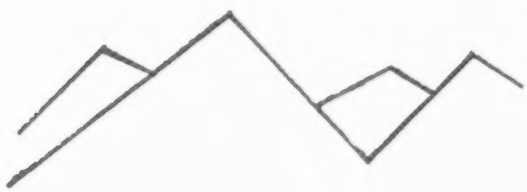
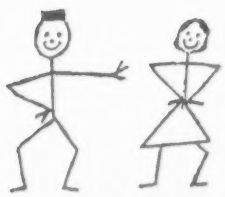
(1) Neo-literate women in the villages interested in the pictures and more understand if field-worker explain the meaning of the pictures first.

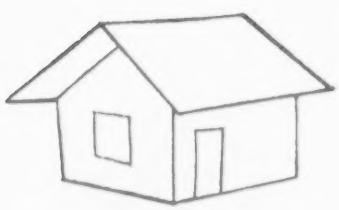
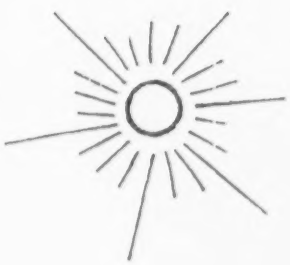
(2) The easiest to understand are pictures which are close to the real one like photos with simple backgrounds and without backgrounds.

(3) They also like and understand these kinds of pictures:

(4) Even in form of a sketch, like these:

(5) In relating to the colour of pictures, mostly they like red, pink, violet, yellow, blue and green. They don't like black, brown and grey.

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Literacy Programme and Audio Visual Materials Development in Indonesia

Introduction

Human resource is one initial capital for the development of a nation. Therefore the resource is developed and tapped as an effective work force. It can be a tremendous development capital for all sectors. Indonesia as an archipelago had a large population by the year 1988 of about 170 million and over 80% of this population live in villages and earn a living through farming (agriculture).

In 1978, there were 19.804.247 illiterates between 10 - 45 years out of 76.080.664. In 1980 there were about 18 million illiterates between the age of 7 - 44 years and from those, there were about 11 million women. Based on the Supas (intercensus-survey) in 1985 there were still about 13 million illiterate people and most are women too.

These women usually live in poor conditions of very limited educational background, unable to behave in constructive ways, lacking useful information, lacking financial capital and living in a very poor environment. These conditions have some bearing on activities to improve their welfare. It is therefore important that if national development efforts are to succeed, they should focus more on involving these women through these activities.

Since 1978, practically at the beginning of Repelita III (the 3rd Five Year Plan) the Ministry of Education, in this case the Directorate General of Out of School Education has launched a new style of literacy Programme called the Package A Programme for eradicating illiteracy. This Programme was aimed not only at teaching how to read and write in Latin characters, but also to eradicate simultaneously 3 (three) blindness, i.e.

1) Blindness in Latin characters and numeracy,
2) Blindness in Bahas Indonesia (the National language) and
3) Blindness in Basic Education.

This Basic Education Programme concerns functional information about knowledge, relevant skills and innovative development-oriented mental attitude.

Education Law and Literacy Programme

The new law on education, law number 2, 1989 on the National Education System effective as of March 27, 1989 has stated clearly that there are two channels of education, i.e.: in-school or formal education and out-of-school or non-formal education. The coverage of out-of-school education consists of 4 education units or components i.e.:

1) family education
2) learning group
3) courses
4) others

Since 1978, out-of-school education in Indonesia already implemented the 4 education components though family education was not a specific unit but was integrated in with the other 3 programmes, especially through the learning group component. The literacy programme is conducted through the learning group and directed towards creating a new climate in which every educated person is called upon and committed to serve as a volunteer to help fellow human beings with little or no education, both in the new-style illiteracy eradication programme as well as in other, non-formal education learning activities.

In this case female volunteers are being motivated to help the mostly female illiterate target group who are living spread over all the country and especially in rural and isolated areas.

This literacy programme as commonly called Kejar Package A Programme and is aimed at abolishment of the three blindnesses as mentioned above.

Package A is mainly a set of materials consisting of 100 booklets, as follows:

Series A1-A20
contains basic reading, writing, arithmetic and the Indonesian language

Series A21-A60
contains more advanced reading and additional skills covering various aspects of life

Series A61-A100
contains wider and certain specific aspects of various areas of life

In implementing the Kejar Package A Programme, a more decentralized planning structure is needed, particularly at the village level because the principle goal is to get the Programme as close as possible to the lowest target group who live mainly in villages.

All activities at the top level - the central, provincial, district municipality, the sub-district Governments and the NGOs, are being implemented to support the real activities at village level.

1. NGO, Women's role and illiterate women

As mentioned before, women are a bigger illiterate target group than men (about 64%) and mostly (80%) live in rural areas or the slum areas of some big cities.

Many of them are still in a poor condition, lacking skills and knowledge with which to play an important role in the family.

Besides the Government sectors the NGOs, especially women's organizations have played an important role in running the Kejar Package A

Programme. Some of them can be mentioned as examples:

- Dharma Wanita is an official women's organization of civil servants' wives, attached to the central government (the wives of Ministers down to sub-district chiefs) and has been involved directly in the planning coordination and implementation of the Kejar Package A Programme, especially for female learners. They introduce various kinds of women's skills in order to earn money while learning Package A booklets.

- Dharma Pertiwi, the organization of army and police wives.

- Kowani, the Indonesian Women's Congress.

- Other religious women's organizations.

- BUTSI, a voluntary service organization of college and university graduates for community development, especially in rural areas, under the Ministry of Manpower.

- Pramuka, the Indonesian Scout Movement.

- KNPI, the National Committee of Indonesian Youth, and many others.

In Indonesia, a conscious effort to enhance women's role began in 1903, when Kartini, a heroine, bravely stated the importance of women as a mother, a leader, and a community member. That is why women have to take equal responsibility in the development of the community. Since that time Indonesian women have been involved in many activities for the development of the community up to the present.

Their status as the partners of men in development should be taken to mean that women should be considered as both subject and object of development and must be involved fully in decision making, planning and the implemention of development programmes.

In 1978, the Government spurred the participation of women in development by creating the position of Junior Minister for the Role of Women which has since been elevated, in 1983, to full State Minister.

In cooperation with Unicef, the Minister's office organizes management training for women leaders, short courses, confe.. ces, and publications to improve the quality of women's life, especially in rural areas. This opportunity, places a heavy burden on professional women who will then be serving a double function; that is, in the household as a mother or wife, and in society as a career woman who has to participate in community development efforts around her, as well as money for her family.

In realizing women's role, particularly as partners of men, women are facing many problems, including:

- Illiteracy
- Lack of general knowledge and skills
- Limited employment opportunities
- Inadequate skill in developing a welfare family
- Poor sanitation, health and diet
- Low income

In this case lack of education or illiteracy may be considered the core that causes other problems. That's why the Indonesian government has paid great attention to this and set up an integrated programme to tackle women's problems in order to uplift their standard of living. The literacy programme has involved many parts of Government as well as NGOs as mentioned before. Because most of the target groups or learners are women, the supplementary materials that have been developed are also focused on women's daily chores, the problems and solutions.

2. Assistance for the Literacy Programme and Women

Since the implementation of the Kejar Package A Programme, besides the efforts of the Ministry of Education itself, Unicef has been assisting the national NEE Programme to provide literacy and numeracy education to out-of-school children, youth and illiterate women.

Unicef supported the programme through development and production of over 6.000.000 copies of Package A booklets and other supplementary materials such as: posters, folders, sound-slides, recording, cassettes, etc. Through its Health and Nutrition Programme, Unicef can motivate the participation of women in order to uplift their standard of living.

There are two main programmes relating to Unicef assistance for 11 selected critical provinces in Indonesia and some complimentary programmes, namely:

1) The Kejar Package A Programme to wipe out the three blindnesses.

2) The Kejar Usaha (Income generation) Programme to motivate the learners to work, to learn, and to operate small businesses to as to improve the family income.

3) The acquisition of learning materials for the literacy programme, Village Reading Centres, Newspapers for villages, etc.

4) Personnel training related to the literacy programme for tutors, monitors and Community Education officials or task forces.

5) Monitoring, evaluation and supervision of all programme implementation.

Through another Unicef programme, the

Posyandu (Village Integrated Service Posts), the community members can also be stimulated to participate in the literacy programme because it prepares female community members to become providers as well as consumers of the services (there are 5 services including a family planning service and immunization for children).

3. Audio-visual and printed literacy programme especially for women

Materials are needed to create a good learning process. In this case the Government has made various efforts to support literacy programmes under the World Bank Loan Project. Cooperation with Unicef and other NGOs, especially for women target groups were in five areas:

1) The distribution of "Package A" booklets to learners through the Central and Provincial Offices of Community Education.

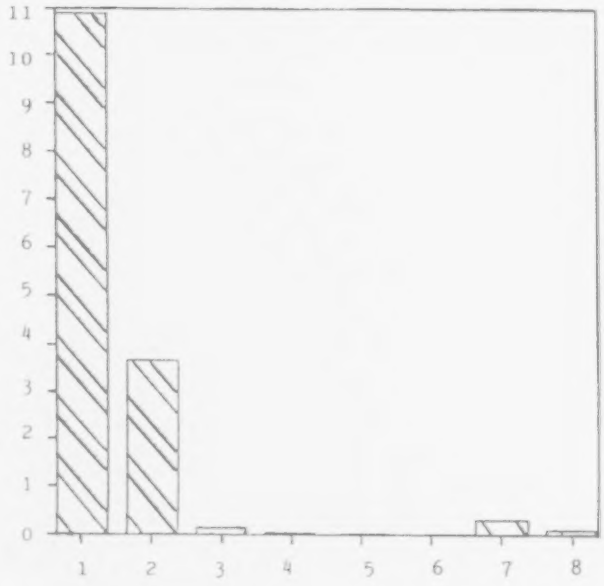
2) The design of various types of supplementary materials to "Package A" to serve as prototypes at the National level and developing them at the Provincial/Local level based on the learners' needs, including: booklets, posters, folders, games, flip-charts, learning cassettes, sound slides, television, radio, and video programmes.

3) The publication of communication bulletins, newspapers, flyers, etc., in order to reach target groups at village level.

4) Issuing village newspapers for villagers.

5) The development of various manuals/guidelines for tutors of learning groups, monitors, Community Education Supervisors and other officials involved in the literacy programme.

Number of Production leaning Materials



Type of Learning Materials
1. Booklet, 2. Leaflet, 3. Poster,
4. Simulation Games, 5. Cassette,
6. Slide, 7. Manual, 8. Folder

LAOS

Eight Regional Workshop on the Preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia and the Pacific

The Lao People Democratic Republic is a small country, economically underdeveloped with land area of 236,800 km^2 and 3.8 million inhabitants. The majority of the population is illiterate and still practices natural self-sufficient agriculture. During the post-independence period, the government has been stressing the importance of eliminating illiteracy and improving agricultural production with the aim of developing the quality of life of the population.

In the field of literacy, adult education has been mobilized in many ways. From 1975 to 1985, the majority of illiterates had learned to read and write through national literacy campaigns. However, from 1985 to 1990, 250,000 to 300,000 adults between the ages of 15-45 years are thought to be illiterate as a result of incomplete primary education or relapse into illiteracy. This is due to a lack of reading materials, follow-up courses and literacy employment opportunities. For these reasons, one of the main objectives of the adult education policy in Laos is to extend the production and provision of reading materials for neo-literates in the whole country.

1. Situation of audio-visual materials

With regard to audio-visual materials in Laos, only a few books, posters and radio programmes are available.

(a) From 1985 to 1990, the Ministry of Education has produced some materials for adult education, such as: Books on general science, social science, hygiene, anti-malaria techniques, chicken raising for more income, increasing the rice yield, usefulness of forests, bamboo handicrafts, health for the mother and child and for family happiness, child food for good health, cleaning the house, as well as posters on hygiene, nutrition and forest conservation.

The production of these materials aims at developing reading skills for neo-literates and also to fight against relapse into illiteracy.

4 major content areas of great importance were determined as follows:

- health and nutrition
- economics and income
- family life
- civic consciousness

These were chosen to instill knowledge, skills and attitude based on the needs and problems of the rural population, to raise awareness concerning the causes and possible solutions for the problems and needs, to mobilize the population to take action to improve their quality of life and to participate in their personal development of society.

b) Two radio programmes are also in service for adult education

- Literacy radio programme, broadcasting 2 times a week, established especially for neo-literates to improve reading, writing skills and calculation.
- Science for life radio programme, broadcasting one time a week, aiming to diffuse basic science and village level technology for a better life and higher income.

2. Production of a Lao version of AJP materials

In 1990, the Adult Education Department printed 3,000 copies of the booklet on bamboo handicrafts; the poster on child nutrition and home cleanliness are in the editing process. This is the first printing of AJP materials in Laos with financial support from ACCU.

In conclusion, because of its underdeveloped economic situation, the important constraints on the production of audio-visual materials in service of adult education in Laos are the lack of finances and a shortage of technical personnel.

Finally, the need for the production and provision of learning materials for adult education, should be given high priority in the form of low-cost learning materials adapted to local conditions, and the complete exploitation of all existing country resources as well as with external assistance.

MALAYSIA

Eighth Regional Workshop on the Preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia in the Pacific

Utilization of Audio-visual Literacy Materials for Women in Rural Areas - Malaysian Experience

By comparison with some other developing countries, Malaysia is fortunate in having a 72%[1] rate of literacy, which results from the serious attention given to education by the government. Hence the need for community education would fulfil the highly specialized training, short courses for personnel development, recreation, the acquisition of artistic sense and development of a reading habit. However since 70%[2] of the population live in rural areas, literacy and community education in Malaysia is primarily provided for rural youths and women. In Malaysia, the neo-literates are comprised of the rural populace who are mainly farmers, fishermen and plantation workers.

Statistics shows that 65.5%[3] of the total agricultural workforce is comprised of women (40% in small holdings and 47% in the estate sector). Recognizing this, Malaysia has been implementing various programmes benefiting rural women since the 1950's.

Currently these are the programmes being emphasized by the country:

- Home economics training
- Applied nutrition programmes
- Literacy
- Child care and development including the running of child care centres
- Community kitchen
- Income generating activities in food processing, food catering, vegetable gardening, cash cropping and crafts.

Various women's groups are established by different agencies to encourage and nurture leadership among rural women as well as to facilitate implementation of the above programmes.

In carrying out the aforementioned programmes, audio-visual materials such as video, audio tapes, slides with sound, film strips, slides and photographs are widely used. These materials are used during formal and non formal training sessions to enhance the understanding of participants.

In preparing the materials, working groups consist of personnel from various government agencies which are functionally related to the training topics, are formed. The working group will identify the clientele's need/problems by carrying out bench-mark studies, in order to design

the appropriate messages and approaches in which the AV material will be produced. A bench-mark study on the needs of the clientele is conducted based on three major factors, namely their knowledge, attitude and practice (K.A.P. Studies). The main messages identified are mostly in the fields of education, economics, social, health and environment. The prototypes of the AV materials will then be pre-tested on the clientele, to gauge the appropriateness of the message designed and the presentation. This is to ensure the success of the AV materials.

After the pre-testing, improvement to the AV materials will be made wherever necessary. The completed work is then distributed for the use of clientele through the inter-agencies network. This network involves exchange of programmes, effective utilization of resources and maximum coverage of clientele.

The various AV materials utilized are as below:

- Audio-visual materials are widely used by various government agencies covering a wide range of topics. For example, The Department of Agriculture has produced diversed programmes which include general agriculture, farm mechanization, home improvement, down-stream industries, etc.

1) Video

Subject	Programme title
1. Cocoa	- planting of cocoa - pest and diseases of cocoa - cocoa pod borer - pruning of cocoa plant
2. Coffee (Robusta)	- coffee planting - pruning of coffee
3. Mango	- pest and disease of mango
4. Farming System	- towards group farming
5. Honey Bee	- Honey bee culture
6. Mushroom	- preparation of spawn - cultivation of oyster mushroom
7. Safe use of pesticides	- read the label - tragedy - " Beringat Pasti Selamat"
8. Home improvement	- preparation of herbal dishes - Proper storage of vegetable

2) Slides with sound

- 33 topics have been produced and distributed as teaching materials
- Out of which 5 topics are related to food preparation, namely
  a) Soy bean drink
  b) "laksa" (rice-based noodles)
  c) "tempe" (fermented soy bean cake)
  d) bean curd
  e) "mee kuning" (wheat-based noodles)

3) Radio programmes

- produced jointly with the Ministry of Information
- not less than 15 slots per week ranging from 5 to 30 minutes in duration.

4) Folk Media

- shadow play
- puppet show
- folk songs, etc.

In Malaysia, there are no separate training sessions for women except in specific women's activities such as food preparation, home gardening, child care and family health. These specific activities are also carried out by a number of government agencies collectively, towards, improvement of the clientele's livelihood. Emphasis is given to education, economic, social and health aspects. Audio visual materials widely used in most of the training sessions.

Table 1
Training sessions for rural populace
The Department of Agriculture Experience

		1989	
Type of Courses	Annual Target	No.of Courses	No.of Parti.
At Agriculture Training Center (2 weeks-3 months)			
1. Technical Courses - vegetables - fruits - paddy - general agriculture - farm management, etc.	400 courses (9,000 participants)	169	3,850
2. Farm Mechanization		32	918
3. Women's Development		71	1,410
4. Social and Institutional Development		8	263
Total		280	6,441

Rural Family Development Programme
The Department of Agriculture Experience

The aim of the programme is to up-grade skill and enhance their ability to participate actively in the field of agricultural development, especially in management skills in agro-based economic projects. Focal points of the programmes are; food production, post-harvest handling, food processing, handicraft; food preparation, home management, hygiene and landscaping. The modes of training are demonstration, campaign, radio and TV broadcast, competitions, etc. To facilitate the trainers, AV materials are used extensively.

Table 2
Family Development Training
The Department of Agriculture

Activity	Achievement (no. participants)	
	1989	1990
1. Food and nutrition		
a) Backyard gardening	15,000	16,000
b) Training on nutrition	22,500	23,750
2. Home management		
a) Training in house keeping	4,000	4,125
3. Home economics		
a) Handicraft	2,200	2,100
4. Farm Family Development		
a) Regional training	30,000	36,300
b) Federal level training	300	300
Total	74,000	82,575

It is felt that there is a need at least in the Malaysian context, to increase audio-visual materials, designed for neo-literate women folk, e.g. child care, the design of training modules for rural women.

Last but not least, it is imperative that expertise in developing audio-visual materials targeted for neo-literate rural women be established. This is to ensure the continuous availability of audio-visual materials for future training of women.

(1) Exhibition on 'Eradication of Illiteracy in Malaysia' in Conjunction with International Literacy Year 1990.

4 October - 4 November 1990
Presented Jointly by the Community Development Division
Ministry of National and Rural Development
and The National Museum, Kuala Lumpur

(2) First Regional Conference on Community Education, 16-20 Sept. 1990, Kuala Lumpur, Malaysia

(3) Laporan Simposium Pembangunan Keluarga Tani, 31 January 1989.
Jabatan Pertanian Semenanjung Malaysia, Mar. 1989

The progress on production of vernacular version of AJP Materials

1. Booklet on cooperatives
   - The layout has been completed
   - is not printed yet due to financial constraint

Best Audio-visual Materials Produced - Video Programme

1. Title: Cultivation of Oyster Mushroom (Pleurotus sp)
2. Objective: to teach farmers on how to cultivate oyster mushrooms as one of the income generating activities
3. Duration : Approx: 25 minutes
4. content :
   - preparation of growth medium
   - innoculation of spawn (mushroom seeds)
   - agronomic management in the mushroom hut
   - harvesting mushrooms
5. Target audience : farmers (majority of the neo-literates in the country)
6. Production organization: It is an in-house production by the Deaprtment of Agriculture production team
7. Special credit : 2nd ACCU Prize for fully Illustrated Literacy Materials 1989

NEPAL

Illiteracy in Nepal

1. Introduction

As it is everywhere else in the world, in Nepal illiteracy has been associated with under development in terms of higher population growth, malnutrition, higher infant mortality, low per capital income, and poor status etc. If illiteracy could be wiped out, these problems would be solved to a large extent.

In spite of the considerable efforts toward the universalizing of primary education, still nearly 40 percent school age children are out of school. There is a high dropout and repetition rate. Girls and women are the most disadvantaged group in all aspects of education.

According to the Basic Needs Policy, the Ministry of Education and Culture has been considerably expanding primary education by quantity and quality. 39 percent of the education budget was allocated to primary education in 1988 (1974: 19%).

In 1984 the Primary Education Project (PEP) under the Ministry of Education and Culture was started. This programme aims at improvements in primary education in various ways, such as teacher and headmaster training, curriculumn and textbook development and constructional works.

Although the gross enrollment in primary education has been increased substantially, the girls' participation rate is lower (32 percent of girls over total enrollment) than boys. However the set target of gross enrollment of primary education (87 percent) has been achieved in 1988. Even though, there is a serious problem of dropout and repetition rate. In primary education, only 27 percent of grade one students completed primary education. The female teachers' rate is only 11 percent and out of that 40 percent are trained.

In Nepal, more than 94 percent of people live in rural parts of the country. Most of the rural people are illiterate. Even though all these efforts were made all children were not reached within the system. It has been witnessed that the market of the formal education system is not appropriate to all on one hand, and the illiterate parents are not aware of the need for girls' education on the other hand. In other words "no illiterate child comes from a literate mother".

Non-formal education programmes should be strengthened as the alternative strategy in the present context.

It is due time to enhance the possibilities of the non-formal system by increasing the allocated budget share (1988: 0.27% of education budget) for the optimal use of this valid instrument to eradicate illiteracy.

2. Status of Girls and Women in Nepal

The above data and the statement gives a very clear picture of girls' and women's literacy position in the country. The literacy rate is very low and a wide disparity exists in literacy rates.

Nepalese women comprise about 50 percent of the population where as only 18 percent are literate and almost half of the current literate females are girls of 6 years old onwards of urban and semi-urban areas. A wide range of factors including cultural bias, traditional rigidity, and socio-economic conditions are responsible for the low rate of women's literacy in the country.

Besides domestic chores and responsibilities for their children and home, women are involved in labour intensive farm work. A large proportion of their time is spent fetching water and collecting fuel and fodder. Studies have indicated that on an average, women work 10 hours as compared to 7 hours of work by men. Thus, illiteracy of girls and women manifests itself in more than one sphere of social life.

3. Literacy Situation in Nepal

- The national literacy rate is (estimated) 36 percent at present
- There are more illiterate women (82 percent) than men (45 percent)
- Nearly 63 percent literate people live in urban areas against 33 percent of rural
- The dropout rate in primary education is very high. Most of those who leave school after only one or two years will fall back into illiteracy
- Experience also shows that participants of literacy classes cannot maintain their new skills and knowledge because there is a severe lack of follow-up materials for neo-literates
- By the year two thousand (2000) A.D. the number of illiterates will amount to 8 - 10 million in Nepal

4. Current Non-formal Programmes

a) Functional Literacy Programme

This programme aims to combine literacy, numeracy and functional skill.

The "key words" approach is used and adults are engaged in discussion on the basis of pictures which are related to particular rural problems. "Naya Goreto" is the textbook which is divided into five parts and posters and various teaching/learning materials. Most of the facilitators are primary school teachers. The course duration is six months.

This programme is entirely for adults (15-45 years old) who are absolutely illiterate. The non-formal adult education programme is carried out by the Ministry of Education and Culture and as much as 46 GOs and NGOs. The number of classes run by the Ministry of Education, Adult Education Section, in 1989 was 840 and 25,200 adults were reached (70% of whom were women).

b) Non-formal Education Programme for out-of-school children (Siksha Sadan and (Girls) Chelibeti)

It has been observed that more than 70 percent of primary education children dropout before completing primary level on one hand and on the other hand about 40 percent of children between 6 - 10 years have not been to school due to various reasons. Out of those percentages, girls' are higher than boys'. If some measures are not taken in time, all those children will contribute to increasing the number of illiterates. Realizing these facts programmes for out of school children have been innovated, some specially for girls, known as the Chelibeti programme. The programme has two objectives:

- First, to impart skills of literacy, numeracy and elementary vocational skills to those children, belonging to the age bracket of 8-14 years, who are out of school.

- Second, to train the children and motivate the parents, so that they may enroll in a formal primary school after finishing the course.

The course duration is 6-9 months. These classes are conducted for two hours a day. mostly in the early morning at a convenient place for the participants.

This programme is implemented by the Women's Education Project (OWEP) of the Ministry of Education and Culture, the Education for Rural Development Project, Primary Education Project and many other NGOs.

c) Literacy Campaign Programme

The Ministry of Education and Culture formed a task force to seek possibilities of launching a National Literacy Campaign, which can produce as many participants as possible by the end of the 20th century.

According to the task force plan a pilot campaign was implemented in four village panchanyats of Surkhet Valley in 1988/89. In the first year of the campaign all together 6,860 illiterates joined the literacy classes. 2000 of the school children joined the non-formal Siksha Sadan Programme which was one of the components of the literacy campaign programme. The pilot scheme was evaluated by an outside agency. About 23 percent of participants found full literate status, 29 percent achieved literate status, 33 percent semi-literate status and the remaining 15 percent were deemed failures. For the coming years other campaign programmes are planned.

5. Problems and Outlook

In spite of all efforts, it is very clear that the set target couldn't be achieved due to the lack of proper mobilization of financial resources, political will and commitment, community awareness and technical infrastructure, effective coordination, proper guidance and constant monitoring and supervision, and the lack of an intensified women's literacy programme. Besides this, the immense population growth (2.7% annual rate) has outruled all success rates of the joint literacy programmes.

So, if Nepal cannot enhance its capacity for all steps, from the design to evaluation of literacy programmes, the huge problems of illiteracy will not be solved.

And, side by side with the above mentioned, if we can not improve substantially the provision of follow-up materials and programmes for neo-literates, all efforts will be in vain.

PAKISTAN

Situation of Audio-visual Materials in Pakistan

Pakistan came into being on 14th August, 1947. It is an ideological state based on Islam. Pakistan lies between 23.4 degrees North latitude, and 60.40 degree and 75.2 degree East longitude. Pakistan is divided into a Federal Territory and four provinces namely Punjab, Sind, North West Frontier Province (NWFP) and Baluchistan. There are also federal administrative units. The total area of Pakistan is

796,095 sq. kms. At present Pakistan's population is 110 millions with an annual population growth rate of about 3.1%.

In Pakistan, literacy rates are calculated for a population aged 10 and upwards. Literacy is defined in the 1981 census as the ability to read a newspaper and write a simple letter in any national/regional language.

Pakistan has one of the lowest literacy rates among developing countries. Illiteracy is more dominant in rural areas and especially amongst rural females. According to the 1981 census, the literacy rate was 26.2% (estimated 30% according to the Seventh Plan document) and the over-all literacy among the male and female population in the country was 35% and 16% respectively.

Since 1947, almost every Education Policy and Development Plan included recommendations for literacy and adult education. Every government in the country expressed its determination to eradicate illiteracy by launching various innovative schemes but, due to various reasons, could not achieve the desired results. One of the major causes for the failure of schemes was a fast population growth rate i.e. 3.1% per annum which neutralized the efforts of governments for the expansion of educational facilities.

Table 1 provides information regarding the number of illiterates & percentage.

The Seventh Plan strategy will be to increase the literacy rate through the improvement and expansion of primary education as well as to motivate the private sector to play an active role. While it is estimated that the literacy rate will rise to about 40 percent by 1992-93, the infrastructure created during the Seventh Plan is expected to yield a literacy rate of 80 percent by the end of the century.

The objectives of the Seventh Plan in the education and training sector are as follows:

- Broaden the resource base for education;
- Universalize access to primary education;
- Substantially improve technical and vocational training facilities, and
- Improve the quality of education at all levels and in particular of university education.

Alternative strategies for the promotion of adult literacy will be tried in order to make 30 million adults literate during the next 5 years. Some of the steps proposed are:

(a) Use of Koranic Literacy for promotion of general literacy. Against a literacy rate of 16%, the rate of "Koranic literacy" among the females according to the 1981 census was 41%. All the 24 letters of Arabic alphabet are included in Urdu. Only 7 additional independent characters and 10 compound ones are to be learnt to acquire Urdu literacy. In order to capitalize on this higher incidence of "Koranic Literacy" to raise general literacy among the females, preparatory work is being done on this project.

(b) Use of TV for promotion of literacy

Community viewing centres with the involvement of NGOs and Social Welfare Organizations are being established. Efforts are under process to commission a second TV channel for this purpose. The second channel has already started experimental telecasts.

Audio-visual resources are well developed in Pakistan. Pakistan Television was set up more than 25 years ago and it has achieved a high level of professional competence. In the seventies they worked together with an NGO to produce special programmes on Adult Literacy. This programme used mass media combined with interpersonal communication. Special TV viewing centres were set up in rural areas where the communities would view the programme being telecast along with a local teacher who would then follow up the TV lesson with explanations and detailed work.

Television also produces its own programmes on health education, agricultural information along with entertainment and other programmes. A second channel is being established by Pakistan

Table 1
Projected Present Status of Literacy in 1980, 1985 & 1990: Pakistan

Year	Total Population Age 10+ (in Mill.)			Literacy Population Age 10+ (in Mill.)			Iliterate Population Age 10+ (in Mill.)			Literacy Rate Age 10+ %		
	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female
1980	50.75	29.28	25.47	14.05	10.10	3.95	40.70	19.19	21.51	25.67	34.48	15.48
1985	64.07	34.72	29.35	18.15	12.97	5.18	45.92	21.75	24.17	28.33	37.35	18.08
1990	74.98	41.17	33.81	23.24	16.56	6.68	51.74	24.61	27.13	30.99	40.22	20.69

Television, which will focus mainly on educational programmes.

A university has been set up in Pakistan which produces a lot of audio visual materials. Allama Iqbal Open University has special audio visual materials, to teach subjects like child care, health education and community mobilization to rural women. They have their own production studios, their video programmes are telecast throughout the country, through Pakistan Television.

They also produce audio cassettes for giving instructions on assorted subjects and they have developed flip charts to be used along with the audio cassettes. These audio visual materials are very effective for taking information to women in rural areas.

The Pakistan Broadcasting Corporation, or Radio Pakistan is also producing programmes of high professional quality. There are many radio stations throughout the country and they produce programmes in national as well as regional languages.

Health Education, Agricultural information and other useful subjects are the topic of many programmes from Pakistan Broadcasting studio.

Slides are not used very often in Pakistan. One reason is that not many projectors are available in rural areas and it would be difficult to transport them from one village to the other.

Folk media is well developed and very popular in Pakistan, but it is used more for giving social messages rather than promoting literacy. Puppets have been used to give health information on television. Special spots were produced on the subject of immunization, breast feeding and hygiene. These spots used popular puppet characters. They were telecast regularly by Pakistan Television and radio messages were broadcast on the radio.

Aside from the audio-visual materials being produced by the mass media, several NGOs have developed excellent materials for promoting literacy. One of the most prominent NGOs working in this field is the Adult Basic Education Society. They have developed videos, audio cassettes and a wide range of other audio visual materials. In their literacy programme they combine the use of audio-visual materials with interpersonal communication. Functional literacy and literacy through health education are some of their successful approaches towards adult literacy.

Pakistan has highly developed skills and resources for the production of audio-visual materials. In future we hope to use these resources better so that literacy levels improve throughout the country specially for rural women and girls.

Pakistan is translating AJP materials in Urdu National Language and in Regional Languages --- Sindhi, Pashto, Balochi and Panjabi. Hopefully, materials will be printed in the near future.

PAPUA NEW GUINEA

Goal of Papua New Guinea's National Literacy Effort

Children, youth and adults will obtain levels of literacy and numeracy that will contribute to their integral human development, enabling them to meet their goals for personal community, and national development.

Principles that Guide Papua New Guinea's National Literacy Effort

1. Literacy programmes will contribute to the integral human development of learners.
2. Literacy programmes will be community based. The programmes will be developed to meet community needs. Community members will be involved in each phase of planning implementation, maintenance and expansion.
3. Literacy programmes will affirm local cultures and local languages.
4. Literacy programmes will be developed and maintained using local resources as much as possible.

Methods Used to Develop Papua New Guinea's Community-based Literacy Programmes for Children, Youth and Adults

1. Literacy programmes are conducted in the learners' first language: children, youth and adults become literate in their mother tongues, transfer their literacy skills into a national language and are encouraged to maintain and expand their literacy in both mother tongue and national language.
2. Teachers for community-based literacy programmes come from the communities themselves. Programmes are planned by those who will be responsible and affected by the literacy programme, with assistance from provincial and/or national officers. Teachers for local programmes are selected by people in the community. Formal teaching certificates are not required for teachers in local programmes.
3. Teacher training courses are conducted as close

to home as possible, in a familiar language. Training courses put an emphasis on practicing newly acquired teaching skills.

4. Literacy materials for community literacy programmes are written, adapted and translated by local people. Teachers of basic literacy produce all their own materials. Information from outside the community is introduced only as learners have gained basic literacy skills.

5. The training of trainers is a priority of national, provincial, and NGO training course.

Action Plan for Developing Women's Literacy Programmes and Materials

The National Department of Education has recognized the special needs of women and girls for education that will help them meet their personal goals for development. The NDOE is planning cooperative efforts with government and non-government organizations planning and/or conducting women's literacy activities. Following is a list of activities that have been or will be taking place.

1. A workshop for planning an Adult Literacy Curriculum Frame Work has been conducted. The curriculum will be based on the APPEAL Training materials and on information gathered in Needs Assessment Surveys. This Curriculum Framework will be adapted by community teachers so that the curriculum developed for each community programme will be relevant and useful to the women learners.

2. The NDOE is cooperating with Women's Organizations (especially the women's Division of the Department of Home Affairs and Youth) who are interested in promoting literacy for women in PNG. The purpose of these cooperative efforts is to plan literacy programmes that make the best use of existing resources. A special emphasis is placed on helping provincial and community Women's Groups that are already established to add literacy as a component to their programmes.

3. The NDOE has conducted several workshops with government and non-government organizations that are involved in preparing development information development, especially as it relates to women. Individual workshops are being planned with additional agencies and organizations. (Health, Agriculture, Police, etc.)

   At these workshops, participants learn to prepare information materials that are appropriate for and usable by readers at beginning, intermediate and later stages of literacy, both in rural and urban areas. These resource materials are put into "Shell Book" format and will be made available to provinces and communities for adoption and/or translation into local languages for use in literacy classes.

4. A special emphasis in literacy in Papua New Guinea is on people producing their own reading materials. At Literacy Workshops, community literacy teachers learn the principles and methods for writing, editing, illustrating and printing their reading materials in their own language that relate to their particular situations. These teacher/writers learn how to initiate discussion sessions with women in which the women identify their particular problems and needs and identify possible solutions. The teacher/writers then learn how to produce easy reading books based on these problems/solutions identified by the women themselves.

5. A series of "Reading Materials for On-going Literacy" workshops have been planned. At these workshops, women will learn the principles and skills of producing reading materials for;

   - Stage One (Basic Literacy)
   - Stage Two (Intermediate Literacy or Fluency)
   - Stage Three (Transfer of literacy skills into a second language)
   - Stage Four (Post-literacy or Life-long Education)

   Participants will learn to prepare and produce the following types of literature;

   - simple stories relating to locally familiar people, places and activities
   - "information" stories that relate to locally familiar needs and goals
   - traditional oral literature (stories, songs, legends, poetry) that have been put into written form
   - transfer materials such as dictionaries, phrase books, stories in first and second languages
   - adapted and translated materials that originate outside the local community and language

6. If preparing a system for producing a variety of development materials for Women's Literacy programmes, the following facts have been recognized;

   - Adult learners must be involved actively in the process of development even as they are learning the skills of reading and writing.

   - The two processes (learning to read and write and learning new development skills or concepts) must be kept separate, at least in the early stages of literacy. In other words, new readers must be able to concentrate on one new skill; learning to read.

   - Reading materials for Stage One readers (Basic Literacy) should relate to themes

that are important in the lives of the new readers, but should serve to raise their awareness, not introduce them to new information.

- Until they have gained basic literacy skills, new information and skills must be presented in other forms such as group discussions, flip charts, role plays, and games.

"Information Packages" are being developed. Information relates to different topics which have been identified by a particular group as important to them. Each "Information Package" will include:

- flip charts with illustrations or photographic and key words to stimulate discussions (as well as provide stimulus for reading)
- discussion questions to accompany the flip chart
- ideas for skits and role plays
- games
- "Shell Books" that can be adapted and/or adopted into the local language that tell a story relating to the particular topic
- suggestions for writing "Experience Stories" in which the leader writes a story dictated by the learners

These Information Packges are being developed as a cooperative effort between the NDOE and different information-producing agencies and organizations and will be made available to Women's Groups, especially those involved in literacy.

7. Promoting Literacy for women and girls in Papua New Guinea will emphasize several important concepts:

   - Provincial and local Women's Literacy Programmes will be initiated at the request of women themselves, rather than being initiated from outside. Programmes will be planned, implemented, maintained and evaluated by the women involved.

   - Women will be encouraged and assisted to develop skills as trainers and will take responsibility for planning, coordinating and teaching Literacy Training Workshops.

   - According to the wishes of the individual groups, Literacy Programmes will consist of two separate components; a Literacy Component and a Development Component. The themes used in both components will be determined by the needs and goals which have been identified by the women who are involved in the programme.

   - Women's Literacy Programmes will be Community-based and will depend, as much as possible on resources already available in the community. These include:
     - personnel (women as planners, teachers, writers, supervisors, evaluator, supporters),
     - building and equipment facilities,
     - language and literature of the community

Situation of Audio-visual, ACCU and Other Literacy Materials in PNG

1. The ACCU counting chart has been adapted to the Melanesian context and is being printed. The ACCU booklet on good food for babies has also been adapted to the Melanesian context and is being printed. This second booklet will be made available for translation into local languages for Stage Two women's literacy classes.

2. With a bit of adaption, the Nutrition Card game produced by ACCU will be suited for use in PNG, and will be distributed to Women's Literacy Programmes when a sufficient quantity of the card games are on hand.

3. A video on "Relevant Education for All" has been produced by the National Department of Education. This video points out that education must be community-based and is the responsible of all community members cooperating together. It also demonstrates that "education" is more than school and it is for all people of all ages. This video produced in 1990 has already wor international acclaim.

   Training videos are being prepared in which teaching methods will be demonstrated for use in training women as Community Women's Literacy teachers. These videos, in which women teachers demonstrate the skills of teaching adults, recognize an important Papua New Guinea learnding style which is to learn by observation not lecture.

   As part of the International Literacy Year promotion activities, a weekly radio programme is broadcast which includes interviews, skits, and information about literacy. An important component of these radio broadcasts is women's literacy. Another means of promoting adult literacy is through skits performed at markets, churches, group meetings and other public places. Finally, letters have been sent to churches, women's and youth groups, vocational centres, schools and libraries, encouraging them to begin literacy programmes in their communities, and informing them of assistance and support available.

4. Because of the emphasis on women production their own literacy materials in their own languages, there is not a large library of literacy materials for women at the national level. Women's literacy materials are produced in communities and tend to remain there. However, as noted above, a system for developing resource materials is being established. Through this system, local

women's groups will have access to information from outside their communities which they can adapt and translate so that the information will be relevant and usable in their particular situation.

PHILIPPINES

Status of Audio-visual Materials Development in the Philippines

The use of audio-visual materials in non-formal education of the Department of Education, Culture and Sports (DECS) has yet to reach a stage where this technology is utilized widely and therefore is developed as a channel of communication alongside the print medium. There are reasons for this state of affairs, and foremost among these is cost. However, in spite of this obstacle, the Bureau of Nonformal Education has made some modest attempts in developing nonformal education materials utilizing educational technology.

Two of these materials utilized audio cassettes as a companion of a flip chart and a booklet. The flip chart on "Waste Can Be Useful" is an AJP adapted material. It is designed to make the neo-literates realize that wastes can be useful and that the problem of garbage disposal can be solved through the joint efforts of the people in the community.

The learning package discusses how energy can be generated from human and animal wastes and garbage and which can then be used for lighting homes and for cooking. This can be used as a motivational material to generate interest in the clientele to start to take concrete action on a perceived problem.

The other cassette tape program which has been developed is a guide for the Learning Group Leader in the implementation of the DELSILIFE System. This programme consists of four (4) sections, packaged in two cassettes.

The first section describes the qualities that make for a successful and unsuccessful Learning Group Leader. It also demonstrates the process undergone by a community in selecting the leader for a learning group.

Section 2 describes the process of organising a learning programme. The procedural steps are outlined, starting from identifying problems, analyzing the problems and discussing possible solutions to deciding what learning group to organise and evaluating activities of the learning group. This section of the cassette programme records the actual process of problem identification and analysis by the people themselves under the skillful direction of the Learning Group Leader.

The cassette programme then proceeds to demonstrate the process of how people reach a decision on which problem to solve among those they have identified. It also records the discussion of the people on the steps to take to solve their problems, including getting outside technical help.

Most recently, the Bureau of Nonformal Education conceived an alternative delivery scheme to reach its clientele. This is a "School on the Air" program. This will be a collaborative endeavour of the Department of Education, Culture and Sports and the Philippines Broadcasting Service (PBS). The target clientele of this programme are primary school leavers, 13 years and above; 500 per region or a total of 7,000. The plan will be implemented in the early part of 1991. The following scheme will be followed:

1. A 15-minute instructional broadcast in four major subject areas like Filipino, English, Civics and Culture and Home Economics and Livelihood Education (HELE).

2. In case where the participants cannot join a listening group, exercise booklets like those given to the organised groups will be provided to them. Parateachers, parents, community workers and the learners' peers will report regularly to the manager/teacher of the learning center for further instruction and evaluation.

3. Participants performance or achievement will be evaluated after a ten-month period. Equivalency will be set for this "School on the Air". Certificates of completion will be awarded to those who successfully finish the program.

4. The Education Programme Specialists of the Bureau of Nonformal Education (BNFE) and the Bureau of Elementary Education will write the scripts. Production will be in collaboration with the Philippines Broadcasting Service (PBS).
So far, the BNFE has developed the initial script which will be tried out on the clientele. Feed back from the tryout will be the basis for revision.

5. The Bureau of Nonformal Education (BNFE) may provide assistance for the first year of operations. The initial cost of the programme is that of printing the booklets. Regions may use their own strategies in raising/soliciting funds for the programme.

Progress on Production of Vernacular Version of AJP Materials in the Philippines

As per the report during the 7th Regional Workshop with regards to the adapted AJP materials, the plan to field test the three materials, namely: "Let Us Build a Happy Community" (Booklet), "Working Together Pays Off" (accordion), "Good Use of Water" (poster) was pushed through last October, 1990, in 3 provinces where Filipino, Ilocano and Cebuano are predominantly spoken. Feedback from this tryout was utilized in the finalization of materials. It is sad to note that the finalized materials have not been printed to date due to the realignment of the government budget to meet more critical needs.

Status of the 1989 Proposed Action Programme

The proposed action program during the 7th Regional Workshop materialized in the series of four National Training Workshops on Enhancing Regional Capability in Literacy Materials Development with Emphasis on Expansion of Women's Participation in Literacy Activities. The first of the series was held in Cebu City on May 28 - June 9, 1990, the second in San Fernando, La Union on June 18-30, 1990, the third in Zamboanga City, July 16-28, 1990 and the last in Silang, Cavite, August 13-18, 1990.

Specifically, the training workshops addressed the following objectives;

1) to enhance the skills of participants in the development of literacy materials;

2) to develop prototype levels I and II literacy materials for parents, women and girls and urban poor

3) To adapt AJP materials to suit local needs; and

4) To plan for the integration of women's issues in literacy materials development, and expansion of women's participation in literacy activities.

One hundred forty (140) participants attended the training workshops and included the following categories of field personnel:

a) district NFE coordinators,
b) regional and division NFE supervisors and
c) literacy teachers

Twenty-three (23) literacy materials were developed in these series of training workshops, 6 of which were focused on women's themes. These are:

No.	Level	Title/Theme	Format
1.	I	Woman, Are You in This Station? The overburdened woman in the home and how she can manage to improve the situation	Folded Poster
2.	I	Women's Role in Decision Making. A series of pictures which illustrates decision making situations; calls attention to the role of women in decision making	Picture Series
3	I	Woman's Role in Development. Shows examples of women's participation in community development	Puzzle Box
4	III	Role of Women in Community Development. Describes activities engages in by women to help improve the quality of life of the community	Booklet
5	III	Women in Development. Describes harnessing women's capabilities in various fields and machinery education and technology	Folder Type
6	III	Taking a Look at Oneself. Poses a challenge to women on how they can improve themselves to become assets in the community	Card Game

These materials are now ready for printing. Thanks to ACCU for the financial assistance that was extended to us and made the conduct of these workshops possible.

THAILAND

Audio-visual Media in Thailand: Its Application at the Local Level

Audio-visual media are not limited to school use only but also utilized widely in out-of-school activities. In school, audio-visual media are used as a part of the teaching process to motivate students as well as to summarize a particular lesson. In out-of-school education, it is used for self-instruction supplementary media or channel of message.

Cassette Tape

Cassette Tapes in Non-Formal Education Actitities

Cassette tapes are very commonly used in Non-Formal activities such as to publicize Non-Formal education activities, to be supplementary materials in Community Learning Centres, through Village Loud Speakers, etc.

1. Community Learning Centre

Adult Education in Thailand is based on the concept called "Khnd-pen" philosphy which may be explained as critical thinking, rational thinking or a problem solving process. Khid-pen is the process that adult learners have to apply basic information about themselves to the social environment together with additional necessary knowledge and skill so that they can solve problems encountered and upgrade their quality of life. All radio programmes for Distance Education incorporate this concept into their programmes.

According to the principle of Distance Education, there are three components in a learning-teaching method;

a) Study the self-instruction manual.
b) Listen to the radio programme.
c) Hold weekly group meetings.

Most adult learners are working people, farmers, merchants, labourers, and factory workers, etc. They sometimes miss the radio programmes when they are carrying on their duties. Recognizing these problems, the Regional Non-Formal Education Centre duplicated all radio programmes, after being broadcast into cassette tapes and sent them to the Provincial Non-Formal Education Centre. There, all tapes will be put in the Community Learning Centre, as well as other supplementary media, for example, texts, self study materials, instructional media, etc., in order to encourage the group organizers to fulfill their activities in group meetings and also provide a public service.

2. Village Loud Speaker

After the success of the National Illiteracy Campaign of Thailand, The Quality of Life Promotion Project was implemented as a follow-up measure. The programmes aim is to maintain the literacy skills of the neo-literates and improve the living conditions of the people.

The target groups are Neo-literates who have graduated from the National Literacy Campaign; Grade 4 school leaders who do not further their studies formally and rural people who show interest in this project. All activities are organized by a group leader. Group meetings study a reading paper, discuss their community problems then read and write.

A cassette tape programme was produced and sent to the village loud speaker to broadcast, and for group discussion. The contents must be related to their problems such as health, environment, agricultural, nutrition, etc. Other media such as leaflets for learners are also provided.

The village loud speaker not only broadcasts the cassette programme, it is also announces local news, emergency messages, specific information, coordination of village work, etc. At present the total number of village loud speakers is over 30,000.

Video Cassette Tape

Video cassette tapes are mostly used in a small group as a supplementary media for specific content, both in and out of school, for training, motivating and as a guideline for some activities. Many agencies, private and official sectors can therefore produce the programme desired by using a video camera for home use. Since video cameras for home use and video programmes for rent are available in the market people can easily record and view in their homes.

- Video cassette tapes in Non-Formal Education activities -

The centre for Education Technology and Regional Non-Formal Education Centre have been producing programmes for education. Regional Non-Formal Education Centres not only produce their own programmes, but also collect some from other agencies and copy them for Community Learning Centres. Video cassette tapes are also a supplementary material to encourage the Quality of Life Promotion Project as well.

Transparency

Although most of the learning activities in school use the talk and chalk method, at present

some schools use transparencies as an instructional media. Some use it as a blackboard. Some make it more interesting by colouring or polarizing the transparency and using cartoon designs and other graphics.

Moreover, transparencies, together with other media such as video, posters, slide with narration, etc., are also used in the presentation and briefing on the activities of several organizations.

- Transparencies in Non-Formal Education Activities -

Transparencies have been utilized as an instructional and supplementary media. However, in rural areas, transparencies are not suitable because its hardware, the overhead projectors, in many cases are not available. The Central Regional Non-Formal Education Centre has produced a transparency and video cassette programme as a multi-media for publicizing Non-Formal Education activities.

Slide with narration

This has been available for out-of-school education at several levels. Some private sectors use slide multivision for public relations. Some government sectors also use slide dissolves with narration for public relations work too. As an instructional media, slide with narration is common in schools, colleges, universities and in the government and private sector.

- Slide with narration in Non-Formal Education activities -

Slide with narration not widely available in Non-Formal Education activities. The constraint is in equipment which is not practical for use in the field. This medium is mostly used in an office.

Film Shows

Film has been shown in Thailand, some of which were produced in Thailand by Thai film producers, and others were imported. In urban areas, films were shown in theatres, while in rural areas they were shown in the open air.

- Film Shows in Non-Formal Education activities -
Educational Audio-visual Unit

The Educational Audio-visual Unit is under the auspices of the Provincial Non-Formal Education Centre. It has utilized film to disseminate news announcements, articles and various information to the public and to serve as a public relations service for government propaganda through the showing of movies in different regions.

The main areas of operation of the unit are remote villages. The places and dates of the movies are announced at intervals. These efforts are aimed at convincing rural people to know and understand their country, to build a good understanding between people and people, and government and people, in providing general and useful knowledge so that the people may upgrade their standard of living, and spend their free time profitably whilst at the same time receiving reasonable entertainment. There is one Audio-visual Unit in each Province. At present a lot of the equipment is either out of order or old-fashioned owing to a lack of proper maintenance and budgetary support.

Puppet Plays

A Puppet Play is a folk medium. It has been shown among Thai people, for example, now and in the past when after harvesting, people have nothing to do because they do not have to go to the fields. There is no rain and the weather is fine. It is a time when most people stay home and have fun. Puppet Plays, as well as other local drama such as Likea, Pleng Choy, and Pleng Rue, is common during this season.

- Puppet Plays in Non-formal activities -

The Non-Formal Education Department recognized that puppet shows should be used as a medium to convey information for out-of-school people because of its nature, which is to present knowledge in the form of entertainment. In 1989 a workshop was held to produce puppets and train new puppeteers. All the Regional Non-Formal Education Centres joined, and the Provincial Non-Formal Education Centres were trained how to utilize puppets. So far, puppet shows have been used to publicize non-formal educational activities and to entertain people.

Mass Media and Audio-visuals for Literacy in Thailand

The Thai people are usually receptive to technology and innovation. Therefore, soon after the establishment of the popularity of each medium and audio-visual material, they are brought to Thailand for social and economic development. Government organizations as well as the private sector have made themselves familiar with mass media and audio-visual materials for more than forty years. At the beginning, only the elite had access to the new inventions of the age. However, the progress of science and industry has made radio and newspapers mushroom in Thailand ever since the seventies. They are available to millions of people and create a great impact on learning. Today, fast economic growth is a major factor that helps television, video cassettes and the film industry reach more and more audiences.

The majority of social researchers in Thailand agree that television is now the most influential medium. The price of television sets is decreasing, while an increasing number of people are able to buy them. Business related to television is expanding and growing at the same rate as other leading industries. At present, there are five television channels in Bangkok. Television Channel 3 and Channel 9 belong to the

Mass Communications Organization of Thailand. Television Channel 5 and Channel 7 belong to the Army. Although these four television channels are state-owned, their operations depend on commercial advertising. Since television investment is very costly and the government provides only a small budget for them they have to rely on private business in order to develop their programme production and broadcasting. All these four television networks are using satelite technology to cover audiences throughout the Kingdom. Their broadcasted programmes are linked via satellites to repeating stations scattered around the country. Thai people in every part of the Kingdom can enjoy television programmes from more than two channels. Though the television medium has great potential for national development, its main contributions to society are news reporting and entertainment programmes. Only a few educational programmes are offered to the public because most of the business companies want to spend their money on music and drama which receive more viewers than educational programmes. Thus, they are able to advertise and sell their products more fruitfully through music and drama programmes.

Nevertheless, the State owns another television channel which plays a significant role in education. Apart from the four major networks, the Public Relations Department operates Television Channel 11 in Bangkok and another nine television stations in various parts of the Kingdom. These ten television stations pool news bulletins and some educational programmes. Therefore, they also broadcast regional news and originate their own programmes. Television of Thailand Channel 11 was established in 1988 as a public television station so it depends entirely on a government budget. Television Channel 11 broadcasts news, entertainment and cultural programmes with no advertisements. Its airtime is also given to open universities and government agencies for distance ducation and socio-economic development. The Ministry of Education has received about 19 hours of airtime per week from Television Channel 11 since 1988 and the Centre for Educational Technology or CET has been entrusted with the planning and production of educational programmes. With regard to neo-literate women, CET has produced a lot of television programmes for this target group. The contents of these programmes are not directly concerned with basic reading and writing. However, the programmes promote language skills through functional literacy. The programme contents, therefore, deal with cooking, house-keeping, making clothes and other aspects of home economics. There are also programmes on agriculture, hadicrafts and occupational guidance which are aimed at neo-literate viewers as well as a general audience.

The Centre for Educational Technology, Department of Non-Formal Education is the principal office in the Ministry of Education which utilizes and applies mass media and audio-visuals for the improvement of education. Apart from the production and broadcast of television programmes as mentioned previously, the Centre produces and distributies video tapes, films, filmstrips and slides with narration to all educational institutions. In the central region, these media and audio-visual materials are available through a loan service from the CET media library, free of charge. In other regions, the non-formal education regional centres copy the media and audio-visual materials from the Centre for Educational Technology for provincial and village distribution and dissemination. It should be emphasized here that the numbers of media and audio-visual materials in literacy for woman are still very limited. They must be increased both in quantity and quality for a more effective campaign on literacy. However, the Department of Non-Formal Education is very lucky to have been structured to benefit the implementation of media and audio-visual materials for the target groups. The central offices are able to work closely with the provincial non-formal education centres. The provincial centre regularly send their audio-visual mobile units to serve the villagers. There are also field workers and volunteers who receive audio-visual materials to ease their work on literacy in remote areas.

Although television and video cassettes are having more impact on the public, their accessibility is still limited by financial limitations. Radio, which is an old medium, has better access to the audience, especially a target group like neo-literate woman. Radio is the most popular mass medium in Thailand. According to the latest statistics (up to March 1990), there are 484 radio stations all over the country. Two hundred of them operate on the medium wave (amplitude modulation). The other two hundred and eighty four operate on the F.M. band. It is a contemporary phenomenon that F.M. radio stations are expanding very fast in provincial areas. Most of the new local radio stations broadcast on F.M. However, the popularity of radio in Thailand is most beneficial to small groups of people who can make money from pop music and by advertising consumer products. In spite of its universal accessibility to every home, radio is still under-used to promote literacy. It is due to the fact that more than eighty percent of radio stations are run on a commercial basis. They earn their revenue by selling airtime to advertising agencies which basically produce only music programmes. Only a few radio stations with no advertising such as the National Education Radio Network, Radio Thailand, university radio stations and the Education Radio Station produce programmes for non-formal and continuing education.

Among a few radio stations, Education Radio Station of the Ministry of Education is the only one that dedicates all the airtime for educational development. This radio station started its broadcasting in 1954. Nowadays, its educational programmes are aired daily from the Centre for Educational Technology Building on Sri Ayutthaya Road, Phyathai, Bangkok. The programmes are

transmitted between 8.30 to 22.00 hours, on both A.M. 1197 KHz and F.M. 92 MHz, which covers 24 provinces in the central part of Thailand. The general lay-out of programme services include news, arts and cultural programmes, drama, educational series and magazine programmes for various target groups. All magazine programmes are compiled with the concept of continuing education, which are guidelines for non-formal education activities. As a result, the programmes provide an information service, basic education and some skill training for listeners. Referring to the neo-literate audience, the Education Radio Station broadcasts two hour daily magazine programmes for women and house workers. The programme is aired daily from 14.00 - 16.00 hours. For two hours, two female presenters prepare popular songs, news, talks, interviews and answer listeners' letters and mix these ingredients together in such a way that the programme can hold the listeners' attention from the beginning till the end of the presentation.

The duration of talks and interviews in the magazine vary from 5 to 15 minutes and the topics are based on their relevance to listeners' daily lives. The contents are about aerobic exercise, food and nutrition, health education, laws, recreation and occupational guidance. This women's magazine programme is so successful that it has been on air for more than three consecutive years. A lot of letters come to producers and presenters everyday. Listeners who are neo-literate write to the producers and ask for advice on the improvement of their reading and writing. Producers also invite educational counsellors into the programmes to advise listeners how to upgrade their education and get more occupational training. The success of this radio programme can be attributed to many factors involved in the production and communication process. On the production aspect, a daily radio magazine with a variety of contents not only serves the listeners' interest, it also helps presenters to establish a firm relationship with the listeners. The Education Radio Station also produces a lot of printed support materials which help listeners acquire more information from the radio programmes and they are able to practice some skills by referring to the printed materials. Furthermore, government officials and field workers at the provincial non-formal education centres also help to persuade target groups to listen to this programme. The uses of electronic media in conjuction with printed materials and supported by personal contact are effective techniques to fight against illiteracy in developing countries.

Field testing

CHAPTER III

National·Follow-up Activity Plans Prepared by National Teams of the Participants in the Workshop

1. Scheme of Assistance to National Follow-up Activities
2. National Follow-up Activity Plans Submitted by Participating Countries

   China, Nepal, Philippines, Thailand, Laos

Outline for Preparation of National Follow-up Activity Plans

ACCU is prepared to make, in co-operation with Unesco PROAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following gudeline:

1. Eligible project

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following line is eligible:

Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-literates" are used as a part of working documents.

2. Amount of assistance

US$500 to US$1,000 per country will be assisted.

3. Selection and endorsement

a) After the present Workshop Plan, ACCU will, in consultation with Unesco PROAP, make a selection of the recipients.

b) ACCU will then obtain endorsement from the National Commission for Unesco concerned and conclude contract with the Commissions for execution of the Projects.

4. Schedule of execution

- Notification to the recipients: End of January 1991
- Completion of selected projects: End of July 1991
- Submission of report to ACCU: End of September 1991

5. Contents of National Training Workshop

a) Objectives and contents of the training
b) Number of participants and their back-ground
c) Venue and date
d) Tentative programme of the Workshop
e) Faculty member
f) Training materials
g) Assistance sought from ACCU/Unesco PROAP

CHINA

Organization of National Workshop

1. Objectives and contents of the training

Learning the AJP plans and "Literacy follow-up material and related training materials and guidebooks", comparing with those excellent printed, visual and audio materials published in Japan and other Asian and Pacific countries, discussing how to improve and produce various forms of literacy follow-up materials in our country and editing a literacy follow-up material with some unique features to be reviewed and published.

2. No. of participants and their background

200 people: editing workers of literacy follow-up material of cities, districts and counties in Sichuan Province and editing workers and experts of national rural educational material.

3. Place and dates

Place: Chengdu, Sichuan, China
Date : May 1991

4. Tentative program of the workshop

2 days: learning and discussing the AJP Plan and "Guidebook" textbooks selected from home and abroad and the plan for compiling on a trial basis our literacy follow-up practical technical textbooks.

1 day: visit to Sickuan textbook experimental base.

2 days: discussion for opinions for improving textbooks compilation, proposing a sample (draft).

Half day: summary

5. Organizing staff

Sichuan Educational Commission will be responsible for the organization and experts responsible for editing popular rural technical textbooks will give lectures.

6. Training material

AJP materials, "Guidebook", foreign literacy follow-up reading material, popular rural education reading material and some textbooks published recently in our country.

7. Assistance to be sought

1) Financial: US$1000 for the workshop

2) Equipment: please assist with one video camera and one video recorder

3) Printed material: please assist with various kinds of books of popular rural technical education published in Japan and some printed, audio and video material published in other countries for reference.

NEPAL

Preparation of Audio Visual Literacy Materials for women in rural areas of Nepal

1. Objectives and contents of the training

Objective: To train participants in preparing audio-visual aids using multiple media for use in non-formal education/literacy programs designed for rural women of Nepal.

Context: The workshop will explore and examine ways to develop audio-visual aids using appropriate technology as much as possible. Use of folk media, radio-program, short documentary films and slide shows are some other areas which will be explored.

2. Number of participants and their background

There will be about 30 participants in the workshop. The participants will include literacy trainers, field coordinators, and material development specialists for different governments and non-government agencies involved in providing non-formal education and literacy services in rural areas of Nepal.

3. Venue and date

Kathmandu, June 1991 (Tentative)

4. Tentative programme of the Workshop

a) Introduction to the ways of preparing audio-visual materials for use in literacy programs.
b) Overview of existing audio-visual materials in literacy programs.
c) Development of exemplary materials.
d) Field Testing of the exemplary materials.
e) Finalization of the materials.

5. Faculty member

a) Under Secretary, Adult Education Section.
b) Chief of OWEP.
c) Chief of Nutrition Program.
d) Sharad Ranjit, Unicef.

6. Training materials

a) Basic Equipments (cassette player, slide projector, camera, etc.)
b) Printed materials
c) Drawing and painting materials

7. Assistance sought from ACCU/Unesco PROAP (1) Name of the Workshop:

a) Financial - $1,000.00
b) Technical: Technical support of one expert from ACCU.
c) Material: Exemplary materials on audio-visual aids developed by ACCU and others which could be relevant for such workshop.

PHILIPPINES

Training Workshops on the Development of Neo-literate Audio-visual Materials for Women and Girls in Rural Areas

1. Objectives and Contents of the Training Workshops

(1) General Objective:

To develop regional capability in literacy materials development utilizing audio-visual media.

(2) Specific Objectives

a) To assess the status of women literacy in the region
b) To develop/prepare audio-visual materials for neo-literates specifically for women and girls
c) To adapt AJP audio-visual materials for national use

(3) Contents

a) Status report on women literacy in the region
b) Needs assessment using NP technique
c) Review of existing audio-visual materials for women
d) Literacy and Continuing Education for Women
e) Development and Production of Literacy Materials for Women and Girls

1) Development/Adaptation of audio-visual materials for women
2) Presentation and critiquing of draft materials
3) Field testing and finalization

f) Preparation of regional and division plans for the expansion of literacy program for women

2. Number of Participants and their background

Fifty (50) participants from Regions II, Cagayan Valley; IV, Southern Tagalog; VIII, Eastern Visayas; IX, Western Mindanao, and XII, Central Mindanao shall be convened for the training workshops in two venues.

3. Venue and date

First Worshop

Venu: RECL-NCR, Marikina, Metro Manila
(for regions II, IV and VIII)

Date: 20 May - 1 June 1991

Second Workshop

Venu: Cotabato City
(for regions IX and XII)

Date: 17 - 29 June 1991

4. Tentative programme of the workshop

Schedule

Day 1	Opening Presentation
Day 2	Lecture Discussion Group work
Day 3	Field Survey
Day 4	Presentation of Survey Results
Day 5	Lecture
Day 6	Group work Development/Adaptation of Audio-visula Literacy Materials for Neo-literate Women and Girls
Day 7	Free
Day 8	Group work
Day 9	Presentation of Group Outputs
Day 10	Field testing
Day 11	Presentation of Field Test Results Revision/Finalization
Day 12	Group work Closing

5. Faculty members and support staff

- Two faculty members of the training team from the Learning Resource Development Division of the Bureau of Non-formal Education
- Two facilitators
- Experts on Educational Media Development and Production
- A specialist on Women Issues and Concerns the National Council for Women
- Two typists, two illustrators, two utility persons, one technician, one librarian from the BNFE and 3 staff from the DECS Accounting Division

6. Training materials

- Audio-visual literacy materials prepared by the National staff and NFE implementors/literacy writers from the various regions of the country in ACCU regional workshops and the guidebook for development and production of audio-visual materials for neo-literates
- Other GO's and NGO's materials related to the training
- These materials shall be placed in a mini-library which shall be set up during the workshop

7. Assistance sought from ACCU/Unesco PROAP

(1) Financial: US$1,000.00

(2) Techincal: Expert services of ACCU/Unesco Staff

(3) Materials:

- AJP audio-visual materials for women prepared in the 8th regional workshop
- Guidebook for the development and production of Materials for Neo-literates (50 copies)

THAILAND

Puppet Show Development for Thai Women

1. Objectives and contents of the training

Objectives

(1) To find out problems and constraints of puppet show utilization in the regions.
(2) To design the format of presentation of puppet show with other media.
(3) To produce more puppets.

Contents of the training

(1) How to utilize puppet show with other medias.
(2) Techniques of writing the script.
(3) Production of puppet and decoration.

2. Participants and their back-ground

(1) Non-formal Education Department 2

a) Head of Media and Innovation Division
b) Puppet play official

(2) Regional Non-formal Education Centres 10

a) Artist or graphical
b) Script writter or puppet play official

(3) Resource person in puppet production 3

a) Professional puppeteers

Total: 15

3. Venue and Date

Date : May 1991
Venu : Ratchaburi, Thailand

4. Training materials

a) Materials for making puppets (i.e. cloth of different kind, buttons, glue, etc.)
b) Screen for puppet show

5. Tentative programmes of workshop

lst day: Opening ceremony
- Puppetteering in NFE activities: application and problem
- Puppetteering and script writing

6. Faculty member

(1)	Video team	3 persons
(2)	Project Director	1 person
(3)	Assistance of Project Director	2 persons
	Total:	6 persons

7. Assistance sought from ACCU/Unesco PROAP

(1) Name of the workshop:

"Puppet Show Development for Thai Women"

(2) Financial: US$1,000 for
- Room and board
- Travel
- Honorarium
- Materials and Miscellaneous

Laos

Objectives

- provide training experience to key personnel involved in the promotion of literacy and post-literacy at the Governmental level.
- organize a platform for the participants to share mutual experiences from each other
- benefit from the rich and useful work done by ACCU
- study the situation and needs of the rural people in Laos
- develop and produce literacy follow-up materials for Neo-literate

Participants

25 to 30 participants should take part in the workshop, most of them specialists in various aspects of literacy and post-literacy.

Venue: Luang Prabang
Duration: 11 working days of workshop
Date: August 1991

Tentative programme

The contents of the workshop will focus on: 1) folk media - puppet show and poster, 2) booklets, games and poster, 3) cartoon and poster.

Budget

The following budget is submitting to ACCU, Unesco and Unicef.
ACCU ($1,000), Unesco ($2,000), Unicef ($2,000), Lao Ministry of Eduction participation ($1,000).

- Department of Adult Education, Ministry of Educatin

Annex and Appendix

Annex

1. General Information
2. Schedule of the Workshop
3. List of Participants

Appendix

1. Inaugural Address by Mr. Somchai Wudhiprecha, Permanent Secretary for Education, Thailand
2. Address by Miss Napa Bhongbhibhat, Deputy Director-General, Non-formal Education Department, Ministry of Education, Thailand
3. Address by Mr. Vittaya Suwannapho, Director of Chonburi Provincial Non-formal Education Centre
4. Address by Mr. Shozo Iizawa, Deputy Director, Unesco PROAP
5. Address by Mr. Tadashi Inumaru, Director General, ACCU
6. Address at Closing by Mr. Hedayet Ahmed, Director, Unesco PROAP

Annex

1. General Information

General Information

The Asian Cultural Centre for Unesco (ACCU) and the Ministry of Education, Thailand will jointly organize the Eighth Regional Workshop on the Preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia and the Pacific, in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) as well as the Thai National Commission for Unesco and the Japanese National Commission for Unesco.

1. Time and venue

The workshop will take place in Pattaya, Thailand from Tuesday 9 to Friday 20 October 1990.

2. Objectives of the Workshop

Literacy for women is considered to be a most crucial and urgent task in eradicating illiteracy because of the great number of women illiterates and their wide effects on various aspects of everyday life. Also the concern on audio-visual media in literacy education has been enhanced recently.

Therefore, in view of this, the objective of the Workshop will be to provide training experience mainly concerning audio-visual materials (video-tape, slide with narration, radio programme, folk media, printed materials, etc.) for neo-literates relevant to the needs of the rural people mainly focussing on women in the context of Education for All for participants from Unesco Member States in the region in:

(1) the study of needs and problems in rural areas especially of women, in the context of national objectives and curriculum and teachers training programme

(2) the development and production and testing of mainly audio-visual materials for neo-literates especially for women

(3) the evaluation and adaptation of AJP as recommended by the 1990 Planning Meeting

(4) the discussion of the distribution and utilization of AJP and National Neo-Literate Materials.

3. Contents of the Workshop

To achieve the above objectives, the contents of the Workshop will consist of the following matters:

(1) Presentation and exchange of information on women's literacy situation

a) Presentation and discussion on the report of the follow-up activities
b) Exchange of information among participants on women's literacy situation in the country and audio-visual materials for women in the country
c) Understanding of the audio-visual materials for women produced in Thailand

(2) Development of mainly audio-visual materials for women

a) Method of developing materials in relation to the curriculum and guidebook especially for women
b) Survey of the problems in rural areas especially on women including analysis and relevancy
c) Adaptation and evaluation of neo-literate materials
d) Field-testing of the materials developed during the workshop and testing of the new drafts of AJP

(3) Distribution, utilization and follow-up activities

a) Planning of effective distribution and utilization of the neo-literat materials

b) Planning of follow-up activity in respective countries

4. Participation

(1) **Participants:**

a) Nomination of two participants each belonging to the following countries to be received through respective National Commissions for Unesco

Group (A): China, Indonesia, Laos, Malaysia, Papua New Guinea, Philippines, Thailand, Viet Nam

b) Nomination of one participant each belonging to the following countries to be received through respective National Commissions for Unesco

Group (B) Bangladesh, Bhutan, India, Iran, Maldives, Myanmar, Nepal, Pakistan

5. Qualification of the Participants

either:
(a) One who is in a position responsible for

planning, editing and producing neo-literate materials for women (especially audio-visual materials - vido-tape, slide with narration, radio programme, folk media and printed materials, etc.)

and/or

(b) A person who is actually engaged in production of audio-visual materials for neo-literates such as visualizer, illustrator and planner of audio-visual materials

2. Schedule

7 Oct. 1990 (Sun) All Participants arrive at Bangkok
(Lodging at Florida Hotel, Bangkok)

8 Oct. 1990 (Mon)

09:00-12:00	Sightseeing at Bangkok
14:00	Leave Florida Hotel for Pattaya City, Jomtiem by bus altogether
16:00-17:00	Visit Cholburi Provincial NFE Centre
18:00	Arrive at Silver Sand Villa Jomtiem Beach Road, Pattaya City

9 Oct. 1990 (Tue)

08:30-09:00	Registration
09:00-10:00	Orientation of the Workshop by Unesco and ACCU Introduction
10:00-10:30	Refreshment
10:30-11:15	Opening Ceremony
11:15-11:30	Election of Office bearers
11:30-12:30	Presentation and discussion of Unesco/ACCU
12:30-13:30	Lunch
13:30-14:30	Presentation and discussion of Country Reports
14:30-14:45	Tea break
14:45-15:45	Presentation and discussion of Country Reports (Cont'd)
15:45-16:15	Tea break
16:15-17:00	Presentation and discussion of Country Reports (Cont'd)
19:00-20:30	Dinner Reception hosted by the Director-General of ACCU

10 Oct. 1990 (Wed)

08:30-10:00	Introduction and Discussion on Thailand's Literacy Programmes with special reference to Audio-visual Literacy Materials for Women (Dr. Kla Somtrakool. Mrs. Nalinee Sitasuwan)
10:00-10:15	Tea break
10:15-12:30	Presentation by two Resource persons (Mrs. Varsha Dass, Mr. Somsak Kanha)
12:30-14:00	Lunch
14:00-14:45	Introduction to ATLP for women by Mr. T.M. Sakya Unesco
14:45-15:00	Tea break
15:00-15:30	Presentation of printed AJP Materials by ACCU
15:30-16:15	Presentation of Audio-visual AJP Materials by ACCU
16:15-17:00	Briefing of field visit including of Explanation of NP Method Formation of Three Groups Group A - Two video sub-group Group B - Slide and Radio Programmes Group C - Folk Media with Printed Materials
17:00-18:00	Group Work Review of AJP materials
18:00-19:30	Dinner
19:30-21:00	Preparation for Field Visit

11 Oct. 1990 (Thu)

09:00-10:00	Group Work (Cont'd)
10:00	Leave for field visit Group A - to Panusnikhom Group B - to a Building and Construction village near Pattaya Group C - to Mabkhen Village

12 Oct. 1990 (Fri)

08:30-09:00	(Plenary) Explanation of NP Method
09:00-10:45	Group work Analysis of field data and selection of theme and format
10:45-11:00	Tea break
11:00-12:30	Group work (Cont'd)
12:30-14:00	Lunch
14:00-15:00	(Plenary) Presentation of Three Group Reports
15:00-15:15	Tea break
15:15-18:00	Group work Development of new literacy materials for women by three groups

13 Oct. 1990 (Sat)

08:30-10:45	Group work (Cont'd)
10:45-11:00	Tea break
11:00-12:30	Group work (Cont'd)
12:30-14:00	Lunch
14:00-15:45	Group work (Cont'd)
15:45-16:00	Tea break
16:00-18:00	Group work (Cont'd)
18:00-19:30	Dinner

14 Oct. 1990 (Sun)

09:00-14:00	Observation tour
Afternoon	Study interested group (Water jar making place Artificial Flower)

15 Oct. 1990 (Mon)

08:30-10:45	Group work (Cont'd)
10:45-11:00	Tea break
11:00-12:30	Group work (Cont'd)
12:30-14:00	Lunch
14:00-15:45	Group work (Cont'd)
15:45-16:00	Tea break
16:00-17:00	Group work (Cont'd)
17:00-18:00	(Plenary) Progress reports by three groups
18:00-19:30	Dinner
19:30-21:00	Group work (Cont'd)

16 Oct. 1990 (Tue)

08:30-10:45	Group work (Cont'd)
10:45-11:00	Tea break
11:00-12:30	Group work (Cont'd)
12:30-14:00	Lunch
14:00-15:45	Group work (Cont'd)
15:45-16:00	Tea break
16:00-18:00	Group work (Cont'd)
18:00-19:30	Dinner
19:30-21:00	Group work (Cont'd)

17 Oct. 1990 (Wed)

08:30-10:45	Group work (Cont'd)
10:45-11:00	Tea break
11:00-12:30	Group work (Cont'd)
12:30-14:00	Lunch
14:00-15:45	Group A (Cont'd) Group B/Group C - Translation of materials into Thai and Preparation for field testing
15:45-16:00	Tea break
16:00-18:00	Group work (Cont'd)
18:00-19:30	Dinner
19:30-21:00	Group work (Cont'd)

18 Oct. 1990 (Thu)

08:30-10:30	Group work (Cont'd)
10:30-17:00	Group A Group work (Cont'd) Group B & C Leave for Field Testing

19 Oct. 1990 (Fri)

08:30-14:00	Group work Group A - Leave for Field Testing
08:30-12:00	Group B & C Revision and improvement of materials based on the results of field testing
12:30-14:00	Lunch
14:00-15:30	(Plenary) Presentation of three groups reports on field testing and revised materials
15:30-15:45	Tea break
15:45-16:50	Briefing on national follow-up activities by ACCU & Unesco Others
19:00-21:30	Farewell Party hosted by DNFE

20 Oct. 1990 (Sat)

09:45-10:00	Tea break
10:00-11:00	Adoption of draft final report of the workshop
11:00-11:45	Closing Ceremony
12:00-13:00	Lunch
13:00	Leave for Bangkok
16:00	Arrive at Florida Hotel, Bangkok for accommodation

21 Oct. 1990 (Sun)

All participants will leave Bangkok

3. List of Paricipants

Experts

Bhutan

Ms. Ruthangmoo Pradhan
Education Officer
Dzongkhag Administration
Thimphu

China

Mr. Sun Fengqi
Director
Rural Education of Adult Education Department
State Education Commission of China

Mr. Liang Xiaoqing
Deputy Chief
Engineering and Operation Department of Production Centre of China
Central Radio and TV University

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National Learning Activities Development Centre
BPKB Jayagiri, Lembang
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Jakarta Pusat

Laos

Mr. Champathong Chanthaphasouk
c/o Ministry of Education
Vientiane

Mr. Ouan Phengsymuong
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Mr. Cheong Siew Hong
Assistant Agriculture Officer (Communication Support)
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Nepal

Mrs. Neelam Basnet
Chief
Women's Education Project
Ministry of Education and Culture
Kaiser Mahal, Kantipath
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Pakistan

Mr. Najmuddin Mangrio
Deputy Educational Advisor
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Tuguegarao Cagayan

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Mrs. Lakana Nagrong
Chief of Educational Technology Section
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Assistant PCI Officer
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Mrs. Nitaya Ngammuk
Operations Division
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Thailand

Mrs. Walaitat Worakul
Mrs. Suwakon Rattanachaiwarobon
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Ministry of Education
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Mrs. Kanokpan Suwanpitak
The Media and Innovation
Development Section
Non-formal Education Development
Division
Non-formal Education Department
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Mrs. Siripan Saihong
The Media and Innovation
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Observers

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Mrs. Pannipa Sotthibandhu
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Field testing

Host Country (Ministry of Education Thailand)

Dr. Surat Silpa-Anan
Director-General
Non-formal Education Department
Ministry of Education

Ms. Napa Bhongbhibhat
Deputy Director-General
Non-forma Education Department

Dr. Kasama Varavarn
Deputy Director-General
Non-formal Education Department

Dr. Kla Somtrakool
Director
Non-formal Education Development Division
Non-formal Education Department

Mr. Pisan Siwayabrhm
Director
Centre for Educational Technology
Non-formal Education Department

Mr. Cin Rongsopa
Director
Eastern Regional Non-formal Education Centre

Mr. Vittaya Suwannapho
Director
Chonburi Provincial Non-formal Education Centre

Secretarial Staff

Ms. Phimjai Sitthisurasak
Ms. Suporn Precha-anan
Mrs. Porntip Khemtong
Ms. Lin-Jong Siwarungson
Mr. Amnuay Phanich
Mr. Poolchoke Tanachai
Ms. Chanita Chittum
Mr. Surapong Monmano
Mr. Aniruth Thaweewat
Mr. Supap Muangnoi
Ms. Montha Kriengthaveesab
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Ms. Ambhorn Horcondee
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Ms. Wisanee Siltragool
Ms. Vilai Yamsaka
Mr. Settapan Mandrananda

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Mrs. Supattra Limpabandhu	(Producer)
Mr. Suwat Poonkokrank	(Director)
Mr. Wisit Chearanai	(Director)
Mr. Kritaya Supayod	(Cameraman)
Mr. Theerapol Pattanasuwan	(Cameraman)

Cameraman

Mr. Chawalit Yuangtong

Editorial Assistance

Mr. Richard William Jones	(Ministry of Education Expert)
Ms. Duriya Amatavivat	

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Mr. Hedayet Ahmed
Director
Unesco PROAP

Mr. Shozo Iizawa
Deputy Director
Unesco PROAP

Mr. T. M. Sakya
Education Advisor
Unesco PROAP

ACCU

Mr. Tadashi Inumaru	Director-General
Mr. Taichi Sasaoka	Executive Director
Mr. Shinji Tajima	Chief, Literacy & Book Development Section
Ms. Mieko Tase	Deputy Chief Literacy & Book Development Section
Mr. Shigeru Aoyagi	Assistant Chief Literacy & Book Development Section
Mr. Katsumasa Uchiyama	Deputy Chief General Affairs Section

Video Recording team for Unesco Demonstration Video "How to Develop Literacy Materials for Women" NHK Educational

Mr. Yasuyuki Mori	Director
Mr. Haruo Kajiwara	Cameraman
Mr. Nobuaki Nara	Recording man
Ms. Kazuko Yanagihara	Scenario writer

Appendix

Inaugural Address
by
Mr. Somchai Wudhiprecha
Permanent Secretary for Education, Thailand

Mr. Tadashi Inumaru
Director-General of the Asian Cultural Centre for Unesco,
The Deputy Director-General,
Non-formal Education Department,
Mr. Vittaya Sunwannapho,
Director of Chonburi Provincial Non-Formal Education Centre
Mr. Sakya, Unesco Representative,
Distinguished Participants,
Ladies and Gentlemen,

On behalf of the Thai Government, may I say how honoured we are that the Asian Cultural Centre for Unesco has selected Thailand as the venue for the Eighth Regional Workshop on the Preparation of Audio-visual Materials for Women in Rural Areas in Asia and the Pacific and supported the workshop jointly with Unesco.

I am also personally honoured to have been invited to attend this inauguration. After hearing the reporting address of the Deputy Director-General just now I feel confident of the sincere intention of the ACCU and Unesco to try to promote education among women and to encourage them to realize how useful literacy can be in their daily lives. I am pleased to see how successful the ACCU and Unesco have been in their efforts to bring together so many experts and specialists from the Asia and Pacific region to join in promoting audio-visual educational materials which have proven to be of great use in the development of rural populations.

As we know, women have an important role to play in the development of any country as well as in their communities, and their families, and bear a great part of the burden of social and economic progress. They affect the future through their efforts to teach their children to be good citizens, who will then, hopefully, prove to be the qualitative human resources needed by this region during a period of great changes.

Having noted the importance of the role of women it is therefore satisfying to us that the ACCU and Unesco have chosen to make them a priority, signified by the organization of this workshop. With this in mind, I offer my warmest congratulations and deep respect to the ACCU, Unesco and all participants gathered here who are seeking to improve the position of women.

In closing may I wish you all a pleasant stay in Thailand. Should you encounter any problems or have any questions please contact the representatives of the Ministry of Education here who will be pleased to help.

On behalf of the Royal Thai Government and the Ministry of Education I would like to thank once again the ACCU, Unesco, the Silver Sands Villa and everyone who has contributed their time and expertise to ensuring a successful Eighth Regional Workshop.

At this auspicious moment may I declare this workshop open. Thank you.

Address
by
Miss Napa Bhongbhibhat
Deputy Director-General
Non-formal Education Department, Ministry of Education, Thailand

Mr. Iizawa,
Permanent Secretary for Education,
Mr. Inumaru,
Distinguished Guests,
Ladies and Gentlement,

On behalf of the participants and the Asian Cultural Centre for Unesco, I would like to express our sincere appreciation to the Permanent Secretary for Education for honouring us with his presence here today, at the inaugural session of the Eighth Regional Workshop on the Preparation of Audio-visual Literacy Material for Women in Rural Areas in Asia and the Pacific. It is, indeed greatly appreciated that in spite of his very tight schedule the Permanent Secretary has given us generously of his time to come all the way to Chonburi to open this workshop.

With your permission, Permanent Secretary, I would like to describe briefly the background of this occasion. As we all know, Unesco has declared the year 1990, that is this year, International Literacy Year. All countries in different regions of the world have been encouraged to organize continuing activities in support of the Education for All campaign from this year until the year 2000. The ultimate goal of this global endeavour is to equip people all over the world with literacy skills and basic education

which have become more and more universally regarded as a fundamental human right.

Recognizing that social communication as well as educational technology and folk media today have played important roles in providing much knowledge and information to people in rural areas, the Department of Non-formal Education and the Cultural Centre for Unesco have decided to join forces and conduct this workshop to develop learning materials for the promotion of literacy skills for women in rural areas.

For this workshop we have invited educators and educational materials planners and producers from thirteen countries namely Bhutan, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, the Philippines, Vietnam and Thailand. Altogether, twenty-one participants are gathered here. In addition there are a number of observers.

The workshop will run from today until the twentieth of October. It is hoped that the programme of the workshop will provide all participants with an opportunity to exchange their views and experiences regarding the situation of women's literacy. Resource persons have been invited to make their presentation on topics under discussion during this workshop.

During the period of the workshop, participants will develop and produce audio-visual materials for neo-literates relevant to the needs of rural people and mainly focusing on women. These audio-visual materials will then be tested in target villages. After the testing the participants will document their findings and share the results. It is very much hoped that this exercise will do much to accelerate co-operation and the cross fertilization of ideas among the participants representing countries in the region.

On behalf of the organizing committee I would like to thank the Honourable Governor of Chonburi Province represented here by the Director of Chonburi Provincial Non-formal Education Centre, the Vocational Training and Development Centre for Thai People along the Thai-Kampuchean Borders, and the Silver Sand Villa Hotel for their cooperation extended to us to ensure the smooth running of the workshop.

May I now invite the Permanent Secretary for Education to declare the workshop open. Thank you.

Address
by
Mr. Vittaya Suwannapho
Director of Chonburi Provincial Non-formal Education Centre

On behalf of the Chonburi people, we are pleased to welcome all participants who attend this Eighth Regional Workshop on the preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia and the Pacific.

We feel great honour that the ACCU has selected this province as the meeting place. The Governor of Chonburi asked me to convey his sincere apology that he cannot be here to greet you but it is, however, my pleasure as Director of Chonburi Non-Formal Education Centre to be here on his behalf today.

This meeting place - to be specific - Pattaya City is one of the world's most renowned resorts. It has many things to offer. Fresh, crisp air and beautiful beaches should create a pleasing ambience for you all to work. Should you have anything that we can help with please feel free to ask and let us take the opportunity to show our warm hospitality.

I would like to extend best wishes to all participants to have good health, an enjoyable time, and a successful mission.

Address
by
Mr. Shozo Iizawa
Deputy Director, Unesco PROAP

The Permanent Secretary for Education, Thailand
Mr. Inumaru, Director-General,
Asian Cultural Centre for Unesco,
Distinguished Resource Persons,
Participants, Observers,
Ladies and Gentleman,

It is a great pleasure and privilege for me to to have this opportunity to attend the inaugural session of the Eighth Regional Workshop on Preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia and the Pacific jointly organized by the Asian Cultural Center for Unesco, Department of Non-formal Education, Thailand and Unesco.

First of all, on behalf of the Director-General of Unesco, I would like to welcome all the participants from the Member States of Unesco to this Workshop. I would like also to express our deep gratitude to the Ministry of Education of Thailand for kindly hosting this Regional Workshop in this beautiful beach city of Pattaya.

The year 1990 is really a memorable year because it is the International Literacy Year and in March this year the World Conference on Education for All was held in Jomtien. It is gratifying that this Workshop is held as concrete follow-up action of the World Conference in a city close to Jomtien.

As you all know, in spite of great progress made in the field of education all over the world, there are still about 950 million illiterate population and three quarters of them are in Asia and the Pacific. Out of this, two thirds are females. During past twenty years, the number of male illiterates have been decreased considerably, but the number of female illiterates is increasing. Evidently, any attempt to provide basic education for all will have to give priority to the education for girls and women.

Therefore, ACCU should be commended for choosing the theme of women's post-literacy programme as theme of this Workshop. Moreover, the decision by ACCU to concentrate on the development of mass-media materials for the education of women seems quite opportune. Mass-media materials can facilitate the task of reaching millions of illiterate and semi-literate population living in remotest areas.

Here, we have to take note of the variety of situations existing in Asia and the Pacific. While many countries in East, Southeast Asia and Pacific regions are making rapid progress in their literacy and continuing education programme with the use of printed and mass-media materials, there are still large number of illiterates and semi-literates who do not have even a single book which they would like to read. Lack of learning materials is affecting negatively the literacy of rural population, especially girls and women.

We have to work hard to make at least some basic literacy materials available to all the illiterate and semi-literate population in rural areas. Mass-media materials cannot substitute printed reading materials. Mass-media materials and reading materials are supplementary and complementary. Therefore, I hope that this Workshop will consider the issue how to develop and use mass-media materials in conjunction with printed and folk media.

Unesco is very happy to have a close association with ACCU in the development of materials for neo-literate people since 1981. We are pleased to learn that the Government of Japan is going to provide Unesco with additional financial support by Funds-in-Trust arrangments beginning from this year and we are planning to start a new programme of the development of basic literacy materials with ACCU as one of the Funds-in-Trust projects.

Ladies and gentlemen, our challenging objectives are to achieve education for all and eradicate illiteracy by the year 2000. Unesco has made literacy its absolute priority. It will continue to extend every possible support to the combat against illiteracy. After the Jomtien Conference which set up targets and framework of action, now is the time of action. It is therefore my sincere hope that your Workshop will make concrete and effective contributions toward attaining the objectives, towards making the ideal a reality. Lastly, I wish you all happy stay in Pattaya and very successful Workshop.

Thank you.

Address
by
Mr. Tadashi Inumaru
Director General, ACCU

Mr. Somchai, Permanent Secretary,
Ministry of Education, Thailand,
Mr. Iizawa, Deputy-Director,
Unesco Principal Regional Office in Asia and the Pacific,
Mr. Sakya, Education Adviser,
Unesco Principal Regional Office for Asia and the Pacific,
Mrs. Napa Bhongbhibhat,
Deputy Director-General,
Non-Formal Education Department,
Ministry of Education, Thailand,
Mr. Vittaya Suwannapho,
Director of Chonburi Provincial Non-Formal Education Centre,
Distinguished guests and Participants,
Ladies and Gentlemen,

It is my great honour and privilege to say a few words, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the Eighth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific which is being held here, a well-known and indeed very beautiful place, Pattaya, Thailand.

First of all, I should like to extend my sincere appreciation to all the distinguished participants and resource persons who have come all the way to Pattaya from both outside and other parts of Thailand.

Also I should like to express our heartfelt gratitude to the Non-Formal Education Department of the Ministry of Education of Thailand, the Thai National Commission for Unesco and all the other organizations and people concerned, for their most generous and thoughtful arrangements in the joint organization of this important regional workshop.

Our further appreciation goes to Unesco PROAP for its invaluable technical and financial assistance and its continued encouragement to this project. Especially, we are very much grateful to Mr. T. M. Sakya, Education Advisor at PROAP, who kindly accepted our request to be with us during the whole schedule of the workshop in spite of his quite heavy commitment to his principal duties at PROAP.

As all of you know well, this year is designated as the International Literacy Year (ILY) by the United Nations and there have been two very important world conferences on literacy. The first one was the World Conference on Education for all held in March here in Jomtien. The other one was the 42nd session of the International Conference on Education held in September in Geneva. Many people who hold very important positions and are responsible for literacy programmes throughout the world participated in these two conferences and discussed fundamental policies and effective strategies for the eradication of literacy.

I should like to inform you at this point that ACCU's literacy programmes are introduced in both of the recommendations adopted by these two world conferences. This meant that literacy programmes promoted jointly by ACCU, participating Member States in Asia and the Pacific and Unesco were highly valued by the people of the world. All of us at ACCU would like to share this honour with our friends of the Asia and Pacific Region in it together.

Every year ACCU promotes three series of literacy projects. The first series is the organization of a regional workshop on the preparation of literacy follow-up materials. The workshop which is inaugurated today is the eighth one of this series. The second series was the sending of an international team of experts to a national workshop on the preparation of literacy follow-up materials. And the third series was the joint production of materials for neo-literates in rural areas.

The significance of the regional workshop on the preparation of literacy follow-up materials is that all the participants can experience the actual process of the production of such materials. A special feature of this eighth regional workshop here in Pattaya is that it puts emphasis on the production of audio-visual materials aimed at women in rural areas.

Audio-visual materials are quite appropriate formats to introduce sophisticated concepts and complex messages effectively. Therefore, I do hope that all the participants will acquire relevant theories and methods of production of these kinds of materials during the workshop.

Fortunately enough, I understand that the Thai Ministry of Education has rich experience in this field through the activities of the National Audio-visual Education Centre and Non-Formal Education Centre, and I believe that they can offer their rich information and expertise to us.

I am aware that all you participants also have your own outstanding knowledge and experience in this field, so I hope you will all exchange and share that knowledge and experience during the workshop.

I should also like to tell you that Unesco Headquarters evaluated prototype literacy materials produced by ACCU in close co-operation with experts in the region and requested ACCU to produce a video to demonstrate the methodology of

the effective development of literacy follow-up materials.

We consulted on this matter with Mr. Sakya and came to the conclusion that introducing the process of this workshop is the best way to respond to the request of Unesco Headquarters. We decided, therefore with the financial and technical assistance from Unesco PROAP as well as generous co-operation rendered by the Non-Formal Education Department of the Thai Ministry of Education, to shoot the important and necessary scenes in the workshop with a video camera. In this regard, I should like to ask all the participants for your kind understanding and co-operation in this matter.

Lastly, I should like to mention the publication of the book "Guess What I'm Doing" published on the occasion of ILY by ACCU at the request, and with the close co-operation of, Unesco. The book which has already been distributed to you, is aimed at children of the 160 countries in the world and expects to make them aware of the importance of letters and the joy of reading. ACCU is co-operating in the publication of vernacular language editions of this book in developing countries by providing financial assistance.

From ACCU, six members including myself came to this workshop, and on behalf of the group, allow me to assure you that we will make great efforts to ensure the smooth organization of the workshop, with the close collaboration of people from the Thai Ministry of Education and other concerned organizations.

In closing my address, may I hope that this workshop will bring very fruitful results under the able guidance of Mr. Sakya and other resource persons as well as the kind co-operation of the distinguished participants.

I thank you for your kind attention.

Address at Closing
by
Mr. Hedayet Ahmed
Director, Unesco PROAP

Dr. Napa Bhongbhibhat
Director-General of Non-Formal Education Department
Mr. Sasaoka, Executive Director of ACCU
High Officials in the Ministry of Education, Thailand
Distinguished Participants,
Ladies and Gentlemen,

It is indeed a great pleasure for me to attend the closing session of the Eighth Regional Workshop on Preparation of Audio-visual Literacy Materials for Women in Rural Areas in Asia and the Pacific held in this beautiful resort city of Pattaya.

We are not far from Jomtien which carries a special significance for all of us. As you all know the World Conference on Education for All was held in Jomtien also, a few kilometer from here, in March 1990. The World Conference was the landmark in the history of mass education. The World Declaration on Education for All the frame work of Action adopted by the World Conference has called on all the countries in the world to undertake a crusade against illiteracy and it also urged all the international organizations and NGOs to work together to help in the global effort for Education for All. It forged a unity - unprecedented in its magnitude -- amongst those who share a common concern - a concern arising out of their deep conviction to face the global challenge with determination and purpose. One of the areas identified for intensive effort is literacy among women which is the theme of the present workshop.

Realizing the fact that Asia and the Pacific region has three quarters of the world's illiterate population, Asia-Pacific Programme of Education for All (APPEAL) was launched by Unesco jointly with the Member States in 1987. Under APPEAL, the countries of this region have undertaken various actions to mitigate illiteracy. It is true that through these efforts the number of literates has increased but unfortunately, it remains confined mostly among males. The literacy situation among the female population is not improving. During the period between 1970 and 1985, the number of male illiterates has declined, but the reverse happened in the case of women. It is quite evident that the goal of Education for All cannot be achieved, if special efforts are not undertaken to provide literacy to all women in the region. Both APPEAL and the World Declaration on Education for All have emphasized on the need for such special efforts.

ACCU is to be commended for choosing the theme of audio-visual materials development for women in this workshop. If we want to make women's literacy programme a success, we would need appropriate and effective learning materials for them. The role of mass media in this regard deserves special mention. Science and technology have made it possible to develop highly efficient, effective and powerful communication media. It will play an increasingly significant role in the 21st century. We are already seeing the effect of communication revolution in our daily life. It is but expected that such powerful media should be used to provide literacy and mass education to the women.

Unesco Principal Regional Office for Asia and the Pacific is very happy to have a close and long standing co-operation with ACCU both in the fields of education and culture. The collaborative effort of these two organizations in the development of materials of neo-literates is a true manifestation of this cooperation. It is a matter of satisfaction that the Unesco PROAP and ACCU have been organizing such regional workshops for preparation literacy materials since 1981. The present activity further strengthened this close bond. This time the Royal Government of Thailand by co-hosting the workshop has once again demonstrated their solidarity with this initiative. I would like to take the opportunity of thanking the host government for their kind hospitality.

As a follow-up of the regional workshop, ACCU and Unesco are also cooperating to produce useful prototype materials for neo-literates. I am happy to announce that beginning 1991 Unesco PROAP and ACCU will be launching a new programme to prepare basic learning materials for illiterates under the Unesco-Japanese Funds-in-Trust Programme.

I understand from my colleagues Mr. Iizawa and Mr. Sakya that this workshop has been a very successful endeavour. By blending theory and practice the workshop has produced variety of audio-visual materials such as video cassettes, slide tapes, puppet show and printed materials. It has also demonstrated remarkable example of participatory approach and inter-learning among the participants.

There is no doubt that the excellent arrangement provided by the host country has played a major role in making the workshop a success. Thailand is a very appropriate venue as it has successfully completed the National Literacy Campaign and it is now engaged in the improvement of non formal education to develop its human resources to its optimal level by further utilizing all modern media and materials.

I am sure the participants from different countries have taken full advantage of Thailand's experience in non-formal education. At the same time the participants have also brought very rich experiences with them. This will certainly help the Thai educators to learn more about other countries in the region. This is a fine example of a regional cooperation which Unesco is also very proud to promote.

In the end, I wish all the participants safe and happy journey back. I am sure they will not only carry with them the pleasant memories of the last few days but also apply their newly acquired knowledge and skill to instill hope amongst those who have been unable to see the world of light and knowledge till so long.

Thanking you all, once again.

Closing session

Asian Cultural Centre for Unesco, Tokyo, 1990